DOCUMENT RESUME

ED 148 011 EA 010 212

AUTHOR	Strong, Dexter K.
TITLE	Handbook for New Heads. An Introduction to Independent School Administration.
INSTITUTION	National Association of Independent Schools, Boston, Mass.
PUB DATE	Dec 77
NOTE	76p.
AVAILABLE FROM	National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109 ($4.00)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Administrator Education; *Administrator Guides; Administrator Qualifications; *Administrator Responsibility; *Administrator Role; Board Administrator Relationship; Budgeting; Elementary Secondary Education; Leadership Responsibility; *Occupational Information; *Private Schools; Teacher Administrator Relationship; Teacher Salaries

ABSTRACT

Those either contemplating or committed to heading an independent school are provided some guidance in this handbook. For both, the hazards, demands, and responsibilities of the job are presented in detail. Advice is offered about areas to explore when considering an appointment; and planning strategy and tactics after accepting the position that involve the pace of change, personnel, and priorities. Separate chapters concern relationships with the board, the faculty, and constituents. Other chapters offer guidance on the school budget; and managing the job including organizing time, delegating authority, and organizing the school year. The final chapter offers assurances of the professional and personal rewards of heading a school. (Author/MLF)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED148011

Handbook for New Heads

An Introduction to Independent School Administration

Dexter K. Strong

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

NAIS

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

December 1977
National Association of Independent Schools
4 Liberty Square
Boston, Massachusetts 02109

EA 010 212

Copyright © 1977 by the National Association
of Independent Schools

All rights reserved. No part of this publication may be reproduced in any form without permission in writing from the publisher, except by a reviewer, who may quote brief passages in a review to be printed in a magazine or newspaper.

Printed in U.S.A.

Additional copies may be ordered at $4.00 each from

NATIONAL ASSOCIATION OF INDEPENDENT SCHOOLS
4 Liberty Square, Boston, Massachusetts 02109

Contents

Preface, by John Chandler, Jr. v

Introduction vii

1. **"Would You Like To Be a Candidate?"** 1
   Other questions • Training

2. **New on the Job** 7
   The pace of change • Personnel • Priorities

3. **You and the Board** 14
   Employee or leader? • Orientation • Your first board meeting • Are you a trustee? • A few guidelines

4. **You and the Faculty** 22
   Your background as a teacher • Filling a vacancy • Faculty salaries • Renewing faculty appointments • Your leadership

5. **Your Constituents** 33
   Students • Parents • Other constituents

6. **The Budget** 37
   Timing and the budget • How to go about planning the budget • The decision-making process • The trustees and the budget • Balancing the budget • From preliminary to final budget • Budget control • The budget and the annual report

7. **Managing the Job** 52
   Assistance and assistants • Delegating authority • Organizing your time

8. **A Good Vocation** 62
   Some perspectives • Self-evaluation • Administration and education

Notes 68

Preface

About 50 men and women begin their careers as heads of NAIS member schools each year. The majority have taught and had some administrative assignment in an independent school, but they have had no specific preparation for the peculiar demands and responsibilities of the head's job. As with any transition from the known to the unknown, those who take the giant step from the classroom to the desk where the buck stops do so with some degree of apprehension and usually with very little advice and guidance.

No one has a better understanding of the concerns and needs of the newly appointed head than Dexter Strong. Successful headmaster of two schools—Pomfret, in Connecticut, and Lakeside, in Seattle, Washington—he has served as a member of the NAIS Board of Directors and was a member of the staff of the first NAIS Workshop for New Heads, in 1968, and served as its director from 1971 through 1974. Since 1974, he has served as consultant to heads and boards of trustees while maintaining his association with NAIS as chairman of the Commission on Educational Issues.

Mr. Strong's decision to prepare this handbook grew out of his desire to provide some guidance for those either contemplating or committed to heading an independent school. For both, he illuminates the hazards and pitfalls of the road to the office, presents in detail the demands and responsibilities of the job, and gives assurance of the professional and personal rewards of heading a school.

The *Handbook for New Heads* is an important addition to the NAIS literature. We believe it will be of value and interest to seasoned heads, to trustees—particularly those concerned with the selection and guidance of new heads—as well as to those for whom it is written.

John Chandler, Jr.
Vice President, NAIS

Introduction

This handbook, for prospective or recently appointed heads of independent schools, concerns itself with the special problems these men and women face during their initiation.

The word in teaching and counseling is that, when students have a problem, we don't solve it for them; we help them solve it for themselves. The NAIS Workshop for New Heads has followed this sound theory by depending largely on cases, mini-cases, and situational puzzles to help participants think through for themselves what they would do in similar circumstances.

That is not my method here. Rather than beat around the problem-solving bush, I am unabashedly directive, confident that the reader will see the result for what it is: an assortment of avuncular advice, based on objective observation of the independent school scene, but unavoidably personal in emphasis.

While I take full responsibility for the book's contents, I am much indebted to my mentors. The 260 participants I knew in seven years of the New Heads Workshop taught me all over again what it is like to be a new head. My colleagues on the workshop faculty and members of the staff of the National Association of Independent Schools were generous in sharing with me, as well as with the participants, their experience and their wisdom. I am grateful to them all.

Dexter K. Strong

1

"Would You Like To Be a Candidate?"

For you, becoming the head of a school will probably begin when you receive a message in the form of a question: "Would you like to be a candidate for appointment as head of Cape Lamborn Academy?" Or it may be Happy Hollow Country Day; you won't know until it happens. Chances are that the question will stir something inside you. Even if the particular school doesn't interest you, the message will set you to thinking about your career. If the message strikes a spark, you will have a whole battery of questions of your own to ask.

The first may be about the inquiry's canny wording. You have not, after all, been asked to head a school; you have been asked whether you would like to be a candidate. In other words, the school is carefully reserving the right to reject you after it has looked you over and compared you with other candidates. Don't be offended. The phrasing is standard diplomatic language, and it serves a good purpose, for it allows you, in equally canny language, to say that you are "definitely interested in learning more about the situation and would like to explore things further." No final commitment on either side, just honesty. That's a good start.

Other questions

The rest of your questions will fall into three groups. If you are young and hopeful, you and your spouse may lie awake half the night asking premature questions: "How can we ever leave all our good friends?" "Is the climate there really all it's cracked up to be?" "If we move so that you can take this job, what about my job?" In time, you may have to answer all these questions and more. For now, you are tackling the decision from the wrong end, even before you have a decision to make.

You will have another set of questions about the machinery of the selection process. For answers to these, I refer you to a book by Frank R.

Miller, *The Selection and Appointment of School Heads* (2d ed., 1975). You will find this manual of suggestions to boards of trustees and candidates most helpful. I also refer you to another NAIS book, *The Independent School Trustee Handbook* (3d ed., 1974), by Francis Parkman and E. Laurence Springer. Don't be misled by its title. It has as much to say to heads as it does to trustees, and you will find me referring to it often. I will try here only to supplement or emphasize, not duplicate, what these three experienced heads have written about the importance of matching the right candidate with the right school.

The questions in a third group are the most important of all, yet some candidates wait too long to answer them, and a few never even ask them. They center on your motivation. Why do you want to be the head of a school? How sound are your reasons?

You are probably eager for the higher salary, the attractive perquisites, and what you vaguely imagine to be the prestige of the post. The extra money will help to finance your children's education; the perquisites (which may include a car, a house, and an entertainment allowance) will help you to do your job and will bolster your ego. Nothing wrong with these reasons. Just be sure that you put the proper value on their importance, and don't be swept away by the keys-to-the-executive-washroom syndrome.

Then think about your abilities as an administrator. Some people thrive on organizing things, on working with people, on coordinating the efforts of diverse groups, on putting policy into effect so that it works and works well, on getting things done. Have you had any experience with this kind of work? Does it appeal to you? Are you good at it? If so, would you probably be good at it in the top spot, where you would also have to initiate, persuade, and inspire?

Then, and always, consider your qualifications as an educator. After all, the head of a school is supposed to be its leading professional. So sort out your thoughts and convictions on the goals and methods of education. What kind of a school do you want, and what would you want your school to become? Are you concerned primarily with training the mind or with strengthening character and enriching the spirit? Are you satisfied with education as it is, or do you want to change it? Why? What do you know about the nation's major educational issues? What is your educational philosophy? In short, what kind of an educator are you?

Finally, you and your spouse should match yourselves against the head's job in terms of your temperament and your spirit. The rewards of a head's job are great, as satisfying as any I can imagine, but the richest rewards may be a long time in coming. Along the way are problems and

failures that often loom larger than solutions and successes. Often the responsibility for success or failure is largely yours, and it is the source of almost constant pressure. All good heads learn to cope with the life, many thrive on it. From my own experience, I say that the head's life is a very good life. The prospective head, however, will do well to recall the wisdom in De Lawd's famous line in Marc Connelly's *Green Pastures*: "Bein' God ain't no bed o' roses."

All these questions about your qualifications for a head's job may sound ominous. They seem to imply that somewhere, at some time, there has been a head of faultless character and unlimited spiritual strength, existing apart from the world's material cares, who was both a pioneering educational leader and the most effective administrator since the emperor Hadrian. There has never been such a one. Successful heads, even the greatest, are all human and, what's more, a highly diverse collection of humans: idealists and realists, theorists and pragmatists, powerhouses and dreamers, hearty and reserved, tall and short, avant garde and old guard. We call them successful because they have all been able to create or maintain educational institutions that have had a positive influence on their students, on their teachers, on their communities, and, in a few cases, on American education. But as human beings they are characterized principally by their variety.

So I am not saying that you have to be a paragon to consider appointment as a school head. I am only suggesting that, in becoming a head, you be not only excited about the prospects but sensible about yourself and your abilities. Ideals and dreams have an important piace, and you won't be much good without them. Just be sure to balance your hopes and aspirations with an honest look at yourself.

You must also be honest and objective in looking at the school you are considering, and you may not find this easy. I am not concerned about the rare case where a school has concealed some key fact, such as a serious financial situation or irreconcilable division on the board about school policy. Most schools, wanting to be as forthright as they expect you to be, will put all their cards on the table. Nor do I suggest that you should expect to find a school completely free of problems. I simply remind you that in due course—gradually, as you discover that the school's board is really interested in you—you and the board must get down to the essentials of educational policy, division of responsibility between the head and the board, operating statement and balance sheet, quality of the faculty, and the enrollment situation.

When you visit the school, you may be warmed by the cordiality and hospitality of your host and hostess, and you may sense that you and the

president of the board could develop highly satisfactory working relations. These kinds of personal reactions are all part of the picture and should be a part of the decision. Just don't forget the other essentials. Pay careful attention to the wisdom that *The Selection and Appointment of School Heads* has to offer along these lines, if you would avoid a mismatch.

You must not keep your new contact and negotiations secret from your present employer. After all, your present school has to make its plans, even if they are only provisional ones. The fact that you may be called to another post doesn't lessen your loyalty to your present associates. Moreover, your head can be of great help to you, both as sponsor and counselor. A person already heading a school, and perhaps knowing the school that is interested in you, should have some good advice to offer. Ask for it and listen to it, assuming of course that you have confidence in its objectivity.

Training

At this point, you may want to turn off the homely advice and look for some formal training. We have medical schools for doctors, law schools for attorneys, business schools for those in business. What about a formal academic program that trains people to head independent schools?

Fortunately, the standard pattern of preparation is more reassuring than it may seem to be. Your own training, for example, probably consists of undergraduate and graduate work in some academic discipline, which any faculty will recognize and appreciate. Add to that your work in the classroom. Whether you have had some formal teacher training or not, you have probably had about 10 years of successful teaching experience. Whatever your discipline or field, you know from experience the teacher-student relationship that will be the essence of your school. You know what problems teachers have and will be able to see, perhaps even better than they, their need for personal and professional growth. So being at home in at least one academic discipline, both as a student and as a teacher, is invaluable preparation for being the head of a school.

To add to your academic and teaching background, you probably have had some administrative experience as director of admissions, head of a division, or assistant head. Here again, you have had valuable training in such aspects of a head's job as dealing with parents, organizing an office, or supervising and evaluating other teachers. In all your school experience, moreover, you have been learning how to deal with young people and have been developing your own ideas of how best to meet

their needs. Neither the teacher nor the teacher-administrator goes completely cold into the head's job.

Some critics of the independent school deplore what they consider its ingrown qualities and urge schools to look more often for leadership outside this familiar pattern. The fact is that not many schools do, but if they do, or when they do, the outsider may feel the need of some formal training even more keenly than the insider.

The nearest thing to formal training you can get are courses in administration at a college of education. These courses are naturally and properly designed for public school administrators, so their concerns seem to submerge the concerns of those interested in the independent school. There are places, however, where, because of the nature of the program or a special emphasis, your needs will be met, such as the Harvard Graduate School of Education and the College of Education at the University of Massachusetts at Amherst. One school recently appointed as headmaster a man who followed a decade of teaching with a Stanford doctorate in educational administration. And Teachers College of Columbia University recently announced the Joseph Klingenstein Fellowships, designed especially for independent school teachers and administrators "who will eventually move into positions of educational leadership in independent, private schools." So formal training is available, and this generation of prospective heads should make the most of it.

If for some reason you can't take formal training, you have other ways of beginning to fill the gap. The first is reading. It may help you to map out and follow your own course of study if I tell you that, after you become a head, you will say you have no time for reading, which is bad, or may even believe it when you say it, which is worse. Anyway, do all the reading you can.

In choosing a field, put education first—educational philosophy, national reports on education, educational reform, the history of education, biographies of pioneer educators, books on current educational issues, educational periodicals—anything to keep you thinking about the substance of your career. Like any graduate student, you will learn to pick and choose, to recognize what is important and what is not, to skim, to find what you need, to see the benchmarks and the landmarks in the field. Many of us became heads without any of this background, or with too little of it, and we were the poorer for our neglect.

You should also do some reading in the theory and practice of management, an area of which many school heads, even today, are only vaguely aware. You will learn about the kinds of problems an executive is likely to face; you will find that there are various tested solutions to these prob-

lems; and you will discover that managing a school has much in common with managing other enterprises, whether they be nonprofit institutions or businesses. And you should become familiar with some of the modern approaches to group dynamics, decision making, influencing others, and effecting change.

Finally, aspirants and newly appointed heads should consider as a training project the summer workshops organized by NAIS. The first is the Administrative Seminar, established in 1960 for active heads, and now essentially for those in assistant administrative positions. The seminar is built almost entirely around the discussion of cases developed on the Harvard Business School pattern. Scores of us in independent schools will testify to the value of the seminar in helping us to think through the problems of school administration. The second is the Workshop for New Heads, established in 1968, for those who have been appointed as heads of schools but have not served in that post for more than one year.

While NAIS does not pretend that these two workshops are a substitute for formal, extended training, a new head who has participated in both will get at least an introduction to administration. As a dividend, participants have discovered that their fellow participants are a source of encouragement and strength. Concerns that may have seemed to be peculiarly personal turn out to be common ones shared by other men and women at the same stage of their careers. They find that the transition to the head's position is more of a group effort than they had dared to hope. Ahead of them, after they have served as heads for at least three years, is another NAIS program, the Institute for Administrative Leadership, a concentrated and sophisticated in-service training session for experienced heads.

In anticipating a headship, then, you are not without resources. Much that you have done as a student and as a teacher or teacher-administrator will prepare you, and various programs, formal and informal, will strengthen you as a candidate if you will make the most of them.

Since this is a handbook for new heads, we can now assume that you have become one, that your time as an aspirant or candidate has passed. Correspondence, interviews, discussions, and negotiations have resulted in an agreement whose terms have been stated in a contract or in an official exchange of letters. Once this school year is over, you are ready, after some vacation, to make your move and undertake your new responsibilities as the head of a school.

2
New on the Job

One pleasant midsummer morning, you walk out your front door and set off officially for your new headquarters, the office of the head of the school. Your predecessor, who left in June, moved out right after graduation—physically and, we hope, spiritually. Your moving van has come and gone, the furniture is in place, and, though the pictures are not yet hung, you are beginning—just beginning—to feel at home.

As you cross the campus, you are greeted cordially by two summer-term faculty members, one of whom says he'll be in later with a question. In the outer office, your predecessor's secretary, after welcoming you, explains that mail and messages are arranged in three folders on your desk, with the most important on top. After saying thanks and chatting for a few minutes, you go into your office, close the door, walk around the desk, and sit down in the head's chair. Maybe you're just trying it on for size and comfort, but maybe you are also vaguely aware that you have just been enthroned. Your new job has begun. Now what?

Your first instinct is to reach for the top folder, read the first item, and respond to its request, which is to telephone the president of the board as soon as you come in; then to answer the second item, a letter from the president of the alumni association; then, answering a knock on the door, to say "Come in." Your visitor turns out to be that teacher you met, who has decided not to wait but to come in right now to say that he really shouldn't have 16 students assigned to his chemistry class in September because the lab has only 12 stations.

And so on for the rest of the morning. You are meeting people, learning some new telephone numbers, having your first try at dictating a letter, and making, or promising to make, your first decisions. You may think that's not bad for a start, but who's in charge here? Have you given any thought to a plan for this first year? Have you decided how you want to approach this new job?

I strongly suggest that before you move into the head's office you do

some careful thinking about strategy and tactics, not only for your first morning, but for your first term and for your first year. This will be not so much planning detail as it will be considering three factors: the pace of change, personnel, and priorities.

The pace of change

To begin at what you may consider the wrong end, take pace first and think about how fast you plan to move in changing your new school. You can be sure that there will be changes. Even if you have inherited what you consider a perfect school, you will find that new problems, normal turnover of personnel, and the demands of a world that doesn't stand still will force change upon you. As you begin to exert your leadership, you will doubtless want to take the initiative for change—change in policy, program, personnel.

Your first concern should not be how to effect such change. Much of this handbook deals, either directly or indirectly, with that question. Your immediate concern, especially at the beginning of your term, should be how soon and how fast you should move, or how long and how calmly you should wait. The most exciting educational reform can fail because the timing is poor or the action precipitate; yet schools that wait too long to meet the needs of the times and of their constituencies fall so far behind that often they never catch up. So give some thought to setting the pace and to setting it just right.

You will find no automatic timer to do this for you. An employee discovered to be dishonest may have to be fired at once; a musty, dusty math department headed by the school's favorite teacher (who is the son of your predecessor) may take years to overhaul.

Some examples will speak to you of patience and persistence. Frank Boyden became headmaster of Deerfield Academy in 1902, and, though he surely began at once to exert his influence on the young, it was not until the 1920's that Deerfield began to gain a national reputation. At the other extreme was a headmaster who took over an established school that was in a sorry state and had to fire five teachers, out of a faculty of about 15, at the end of his first year because they were actively disloyal to him and his attempts at reform. This drastic move split the school wide open for months and alienated many of the alumni far longer. With the backing of his board, however, the new head won out, and within a few years he had fashioned a unified, lively, and highly successful school.

Usually the situation is not so clear-cut, and the approach normally

lies somewhere between these two extremes. Some situations call for action and some call for patience. Almost every new head will have trouble deciding which is which. The following excerpt from a review by John M. Allison of Chester Bowles's book *Promises to Keep: My Years in Public Life, 1941-1969*, gives a provocative statement of this perennial problem.

> After he returned to Connecticut, Mr. Bowles . . . was elected Governor in 1948. Immediately he tried to reform what he felt was an antiquated and ineffective state government and to introduce needed social and health legislation. He was opposed by the defenders of the status quo, the political leaders and pressure groups, as he often had been in Washington, but he pushed ahead, only to lose his campaign for re-election in 1950. Bowles is aware of his weaknesses and in a significant paragraph says: "Whenever I have been confronted with a state of affairs which is contrary to the public interest, I have felt compelled not only to change it but to change it right away. This sense of urgency, of immediacy, made me challenge deeply rooted special interests . . . with a force which produced a bitter and often irrational reaction." . . .
>
> Unfortunately, when he later went back to Washington as Under Secretary of State in President John F. Kennedy's administration, these same characteristics came to the fore. After only six months in the State Department he was at loggerheads with his chief, Secretary of State Dean Rusk, and also, to a lesser degree, with the White House. As one reads of his zealous efforts to reform the State Department and the Foreign Service and recalls his same insistent endeavors to alter the structure of the Connecticut government, it is hard not to think the title of this book should have been *Bowles in a China Shop*.
>
> This is a pity. Many of the reforms Mr. Bowles proposed and fought for have not only been needed but are long overdue. As one who spent more than thirty years in the career Foreign Service, I sympathize with his irritation at the time-servers, the plodders with little or no imagination, and those who don't want to rock the boat. But there were never as many as Mr. Bowles suggested and, in his well-intentioned efforts to get rid of them, some extremely able men were put out to pasture. . . .
>
> A reader of *Promises to Keep* cannot help but wish that Bowles had been a little more tolerant and diplomatic in his career. We needed many of his programs that fell by the wayside. But he is still fighting. In his epilogue he says: "I do not assume that the struggle for a better tomorrow *will* be won. But I do maintain that it *can* be won." And it will be men ahead of their time, like Chester Bowles—with the courage to speak out—who will win it.[1]

The complexity of the problem is apparent from the ambivalence of John Allison, the reviewer. On the one hand, he is critical of Bowles's

[1]Reprinted, by permission, from *Saturday Review*, June 26, 1971, p. 26, copyright © by *Saturday Review*.

"weaknesses," refers to *Bowles in a China Shop*, and says that Bowles "unfortunately" repeated earlier mistakes in timing and approach when he went to the State Department. On the other hand, Allison says that "many of the reforms Mr. Bowles proposed and fought for . . . are long overdue," and he sympathizes with Bowles's irritation at "time-servers" and "plodders." Allison wishes that "Bowles had been a little more tolerant and diplomatic," yet he says, "It will be men ahead of their time, like Chester Bowles—with the courage to speak out—who will win it [a better tomorrow]."

Where does Allison stand? Is he for action or for patience? Read the passage again, not to settle your opinion of Chester Bowles, his book, or its reviewer, but to force yourself to think about your own timing as you go about effecting change in your school. If reforms are needed, how abruptly or how patiently are you going to move? Are you going to let your pace be determined by your own irritation or timidity, or in accordance with the best way to reach the goals on which you and your board have agreed? The pace will change from time to time, but it is always important. Usually, if you put your mind to it, you can set the pace.

Probably every experienced head would offer different advice on just what that pace should be. Mine goes something like this: the first year should be primarily a time of listening and learning, of gathering facts and figures, of hearing the proposals of others. By the second half of the year, after you and the school have begun to know each other, you will find that, on some changes at least, both you and the school are ready to move.

Personnel

Don't be surprised if you find yourself mildly ill at ease as you take up your new duties. Part of your nervousness stems from the excitement of new responsibilities and challenges. Another part, however, may stem from anxiety. You find yourself a newcomer among a group of people who all seem to know one another well. Will you ever become part of that group? Even dictating your first letter can be nerve-wracking. There you are, all by yourself, feeling silly and self-conscious as you talk into a dictating machine, or, even worse, trying to arrange your jumbled thoughts as your experienced secretary sits there, pencil poised over notebook.

Take comfort in the fact that the time to worry is not when you feel a bit apprehensive but rather when you think you know all the answers or act as if you did. You can find further and more solid reassurance if you

realize that the faculty and staff are at least as nervous as you are. If you think they're watching your every move, consider their concerns. At the least impressive level, these may be Mr. A's conviction that he has a vested right to classroom 4 (the one in the corner), and Mrs. B's hope that she will continue to receive a little extra pay for what now amounts to a sinecure. Far more important and more general are the recognition by all hands that their best efforts are now under the eye of a new head and that the school, in which many have a professional and personal stake, is now in new hands. Yet they barely know you. So you can be sure that they are nervous, too.

You can allay your nervousness and theirs by doing what should come naturally: asking questions, listening, and learning. Your questions and your interest in the answers should bring out the best in faculty members —their ideas, their ideals, their thoughts about what the school could be at its best. You find as you confer with a department head, for example, that you are both contributing to plans for a new program that may in time be worth presenting to the whole faculty or even to the board. You postpone your decision until you know your way around, but you put a firm date on your calendar to come back to the matter. Meanwhile, you are allaying nervousness—yours and the department head's. Others will soon get the message: you are interested in their concerns and are willing to listen.

You must also provide for the transfer of loyalties. Consider, for example, the secretary you have inherited. Assume that she is competent, efficient, and discreet. Like any excellent secretary, she feels a deep loyalty to your predecessor and is loyal to the school as well, but she is in midcareer and has no thought of retiring. You need to help her develop a new loyalty to the school under its new leadership, not by talking about it, but by recognizing her fine qualities, appreciating her work, and relying on her help. You keep in mind her workload to keep it reasonable, her hours to keep them regular, and her personal and family needs to see that the school meets them as well as possible. With some thought and consideration on your part, your secretary will do everything she can to help you with your new job. Given half a chance, she will maintain her loyalty to the school; and, if you are a worthy head, she will in time develop personal loyalty to you.

So it is with the faculty. See teachers individually and often, not just the eager ones or the ones you take a liking to, but all of them, or, if the school is too large for that, at least all the key people. Listen and learn. Send up a trial balloon now and then on educational development. Don't hesitate to answer teachers' questions about your ideas, but make it clear

that you aren't ready for major decisions until you know the school better. In this way, you go beyond giving yourself a chance to size up the faculty by giving it a chance to know you and to begin to feel a loyalty to you and to your administration.

There are two steps that can provide assurance all around—for you and for others. The first is to make sure that all the jobs that need to be done are in somebody's charge. In a large, well-organized school, these are probably all covered; in a poorly organized school, or one where summer has brought unusual turnover, some jobs may need your prompt attention. Anyway, check them out; you will learn a lot.

Someone has to make a schedule of classes, for example. You find that an old hand is in charge. If you are a veteran schedule maker yourself, drop around to sympathize, help solve a puzzling conflict, or perhaps make a suggestion or two. If you are one of those who think that making a schedule is a cross between computer science and Byzantine politics, you would do better to express appreciation and then keep out of the way. But for this and other similar summer jobs (placing book orders and following up to see if they have been filled, refurbishing the main building, and so on), be sure that someone is in charge and that each assignment is clear. After everyone knows who is covering what, and knows that you know who is covering what, then stand by to evaluate, praise, or help with problems, as the case may be.

Another step likely to have a soothing effect is to find out how something was done last year and, if it worked well according to all reports, to pass the word that you would like to have that pattern followed again this year. Take, for example, the schedule for the faculty on the opening days of school. If the teachers are used to one big organizational faculty meeting, morning and afternoon the day before school opens, and are all primed with announcements about everything from abacus class to zither practice, don't suddenly ask them to return three days early (their vacation days) for a symposium on the meaning of education. Maybe by next year they will have discovered, with your help, that their method is dull as ditchwater; maybe even sooner than that you will have found that their meeting is a lively and efficient starter for the year.

In any case, don't begin criticizing something until you have taken a good look at it yourself. Supporting the faculty, changing it, leading it to something new and different is a difficult task at best. Don't complicate things by saying, or even implying, that the faculty has been doing everything the wrong way.

I am not trying to discourage innovation, even early innovation. Probably many teachers will welcome some quick changes, and if you listen

carefully you can discover what they would like to try, or at least be willing to accept. I am only suggesting that how innovation is introduced during your first days on the new job is a sensitive matter worth your careful attention.

Priorities

You probably arrive at the school with some notions of what it needs first and most. You try to keep your ideas under your hat until you know more, but you learn fast. As the year progresses, you begin to establish, with the help of faculty and board, a list of priorities. It isn't easy, and more than once you find yourself wishing that everything that has to be done could be done right away. You have to decide what demands your first attention. Just what your first priorities are depends on your school and its special circumstances (and on the decisions of your board; see the next chapter)—broaden the school's service to the community, balance the budget, open more lines of communication between teachers and parents, strengthen the music department. Arrange them in accordance with your estimate of their relative importance. If the board agrees, then the list simply means that if #1 and #2 conflict, #1 gets first attention (money, personnel, action, whatever it needs) and #2 has to wait. But maybe they can be worked on at the same time, and you can begin to lay plans for the time when #3 becomes #1. At any given time, barring emergencies, a list of priorities should be firm, but as items at the top of the list are accomplished, it should become an upward-bound game of musical chairs.

The right *pace*, plenty of attention to *personnel*, and ordering the school's first set of *priorities* are not a bad foundation on which to build your strategy and tactics for the first year.

Any experienced head who reads this chapter will note with dismay that it barely mentions the board of trustees. Although the head is involved simultaneously with trustees and school personnel, the trustees must have a chapter of their own.

3
You and the Board

Even if you have been in school work all of your professional life, chances are that you have never been directly responsible to a board of trustees. Surely you have met trustees socially; probably you have taught their children; maybe you have sat in on a board meeting now and then, or even had a turn on a trustee-teacher committee. But none of these even begins to prepare you for this new relationship between you as the head of the school and the board of trustees you serve.

You should recognize now, at once, that successful working relations with the board are essential. If mishandled by either you or the board over any period of time, the school will suffer, your administration will be weakened, and you may be looking for another job. Good board-head relations, on the other hand, produce a mutually supportive, an effective, and, at its best, a creative combination for the governance of the school.

Employee or leader?

For you to do your share in building the right kind of relationship, you must understand its nature. In an incorporated school, the board is the governing body of a corporation chartered by the state for a specific purpose—the education of children—with some prescribed details added. The board is responsible for deciding what kind of school it wants within the terms of this charter and for finding someone to head it. That's you. Although the makeup of the board may change as some trustees' terms expire and new trustees are elected, the corporation, and the board as its governing body, continue. That's why the school was here before you came, and that's why the school will continue after you leave. Meanwhile, the board is your boss. The board hired you, you are accountable to it, and it can fire you. Remind yourself of this fact from time to time.

Fortunately, this abrupt caveat tells only half the story. You are the

person who knows schools, you are the educator, you are the professional. The board expects you not only to put its policies into effect but to be its guide in setting policy. In short, you gradually become the educational preceptor, and in some ways the leader, of the board.

If this paradox confuses you, study the NAIS *Independent School Trustee Handbook* thoroughly. Its authors have described the relations between board and head with such wisdom and clarity that the book is required homework for all new heads. Read, mark, and inwardly digest it; neglect it at your peril.

Your trustees probably already know the *Trustee Handbook*. If not, you should ask your board president to put it in the hands of all present trustees and new ones as they are elected.

I have two reasons for adding a few words to what the authors of the *Trustee Handbook* and others have to say about board-head relations (see "Notes," p. 68). One is that you are entering this board-head relationship for the first time and may need some additional guidance. The other is that, in my years at the NAIS Workshop for New Heads, participants never seemed to believe what we were trying to say to them about the possibilities and pitfalls in this area, about its essential importance. Perhaps a little extra exposure will do no harm.

Orientation

Let us hope and assume that, during the negotiations leading to your appointment, you and the board agreed on educational philosophy, on immediate priorities, and on long-range goals for the school. You know what they want; they know where you stand. If this assumption is correct, and it should be, then your first task with your board is to develop satisfactory working relations. To do so, you will need some help, some training.

Official responsibility for breaking you in as a head and for guiding you during your first contacts with the board lies with the board president. You will be able to tell almost at once whether the president recognizes this responsibility. Some presidents take it seriously, perhaps stopping in at the school for a few minutes almost every day, perhaps arranging regular weekly work sessions, perhaps telephoning for extended conferences. If you get this kind of help, you are fortunate.

Various circumstances may inhibit the orientation process. In a boarding school, where not all trustees live nearby, geography may be a hindrance. Or the president, even if an old hand as a trustee, may be new to the presidency and thus feel almost as green as you. The president has

probably never trained a new head before. Even an experienced president may hold back because of feeling strange or reluctant to seem presumptuous. Never mind; take the initiative, and don't be shy. If the president for some reason can't work on your orientation, the two of you should look for someone who can—a former president, for example, or the treasurer, or the chairman of the education committee. You can use some help, and you must ask for it if it isn't offered.

Once your orientation has been worked out, make the most of it. Don't hesitate to ask the simplest questions about procedure: "Exactly what do you expect of me at my first trustees' meeting?" "Why doesn't the amount we are granting for financial aid show in our operating statement?" Or about anything else you don't understand. Check frequently at first on matters that may be testing your administrative procedures and abilities: "Mr. Y wants a revision of his salary for the coming year because of that misunderstanding when contracts were signed last spring. Does my proposed response make sense?" Or, "Like my predecessor, I think our science department is our weakest educational link, but last year the board turned down his proposals for improving facilities and personnel. I'd like to come back to the board on this in January before we put next year's budget in final form. Why is the board against it, anyway?"

During your orientation, you have a chance to try out some ideas before you put them to either faculty or board, perhaps even before you yourself are sure of them. You learn something about the board as a board and its divisions and tensions, and about the trustees as individuals, their special interests, and their relative influence. You get information, ask for advice, pick up background and procedures, clarify issues, and send up trial balloons. As an added dividend, much of your early ineptness works itself out in the privacy of the conference room, not out in front of the whole school community.

A well-organized orientation schedule, given regular attention, can shorten the time it takes you to adjust and provide an auspicious start for your new administration. So if no one offers such a program, ask for it. If you still don't get it, you might give the board president a copy of this handbook with these paragraphs marked with red pencil. It's worth a try, anyway.

Your first board meeting

Your first official meeting with the trustees after your appointment is important. A majority of the board members have voted for you, and all

of them are probably for you, but don't be casual about preparing for this meeting. Take time to think carefully about what you have to say.

Suppose that, in early August, shortly after you come on the job, the board president and you decide that the first board meeting will be on the Thursday after Labor Day. (You are probably guided either by by-laws, custom, common sense, convenience, or a combination of these.) What should you do to prepare for the meeting? First, find out who sends the notice to the board—the president's secretary or yours. If the meeting is to be at the school, you and your secretary do the stage managing. The library may be a good place. If the trustees sit around a table, they are more likely to feel businesslike than if they sink into living room armchairs.

Then ask the president exactly what is expected of you at the meeting. Your question should elicit a draft agenda, a few instructions, and perhaps the suggestion that you "tell them what's on your mind." Before you decide to tell them everything that's on your mind, see what that agenda tells you. Are you the main attraction, or is your report simply one to be worked in with the reports of three committee chairman, the treasurer, and the director of development? Should you coordinate your remarks with what the chairman of the education committee has on his mind or what the treasurer has on hers? Then consider time and timing. Is the meeting to be a working luncheon, with trustees wanting to start back to their offices no later than 1:30? Or a 4:30 meeting, when most will think of heading for home and dinner by 6:00? If it is to be an evening meeting, how sleepy or restless will they be by the time you come on?

At the first meeting, you are probably the main attraction, but don't get the idea that this gives you a free hand. What the board really wants is a chance to size you up again. How quickly are you learning, how successfully are you coming to grips with your new job, how skillfully are you handling your first problems? The board may be interested in the latest enrollment figures for the new year and appreciate not only your comments on apparent trends but also a simple fact sheet comparing this year's figures with last year's on applications, acceptances, denials, wait-listed candidates, and withdrawals. What are your first impressions of the faculty, or is it too soon to say? What teachers are not returning, and why? Who are the new teachers? Here again, a fact sheet is helpful and keeps you from bogging yourself down in numbers and names.

If you have been on the job for six weeks, you won't lack for topics. Your problem is to select the important ones on which the board should be informed or consulted. Perhaps the president gives you the word,

maybe even your marching orders. It is far more likely that you will be left on your own, so let me offer a few strong hints.

Give the board a well-organized, well-spoken report, not a rambling discourse. Talk about what you know, what you have been doing. If you have run into a problem, analyze it succinctly and propose a solution, if you have one. A word or two on goals, on your plans and hopes, may be in order, but don't try to map out your whole administration. Stick mostly to the here and now. Above all, watch the clock. If you have been allotted 20 minutes, plan for 15, which will stretch to 20 anyway. Finally, end with a short statement that is clearly the end of your report; don't just dribble off, adding stray sentence after sentence because you don't know how to stop. If a question period follows, give clear, short answers, not another full report. And don't be afraid to say you don't know or to ask for guidance.

Accepted practice calls for the head to prepare a report in writing. The written report keeps the record clear and helps you clarify your thoughts in the process; but it also has disadvantages, especially if it is required before the meeting. A report that you read is not likely to be as spontaneous as one you deliver from notes. Furthermore, if the report has to be mailed beforehand, you then have to decide how to handle its oral presentation. Board members who do their homework won't want to hear you go over all the same material again. Other trustees may not have had a chance to read your report, so you are faced with having to repeat what is already before them. Half listen to you, the other half try to scan what you have given them but can't quite find the place. But you surely don't want to say only, "You have seen my report; are there any questions?"—not at this first meeting.

For what it's worth, I preferred a system that allowed me to speak from notes, though I was careful to give the board secretary a summary of what I had to say ahead of time. The secretary might amend the summary, but at least it helped in writing the minutes. If you do have to prepare something in writing and present it to the trustees ahead of time, my vote is still not to repeat in the meeting what you have already written. Let your premeeting report, if one is required, cover only part of what you have to say, perhaps with supporting figures and other data. Then let your remarks in the meeting go on from there, tying everything together.

At the Workshop for New Heads, we sometimes asked a participant to prepare a first report and present it to the rest of us, who sat as trustees. Two stand out in my mind as perfect examples of what a first report should be. They were quite different in selection of topic and method of

presentation. One was quietly analytical, the other forceful and inspiring. Each reflected the special situation in which a school found itself at that time. But they had much in common: thoughtful preparation, logical organization, an honest blend of confidence and humility, and a clear indication of what matters were well in hand and of what had to be taken hold of next. Not surprisingly, both of the people who gave these reports have become successful heads.

Are you a trustee?

Either you are a trustee or you are not a trustee. You will do well to discover your status. It doesn't make much difference at the beginning, when you are primarily a listener and a learner. Later, when you play a more active part in board meetings, the matter has some procedural importance. There are two ways a head can become a trustee. The first is by nomination and election as a person, but this is most unlikely to happen to a new head and seldom happens even to seasoned heads. The second is by a provision of the by-laws stating that the head of the school, by virtue of holding the office—that is, ex officio—is automatically a trustee as long as he or she holds that office. In either case, the head has all the rights, privileges, and responsibilities of a trustee.

The term "ex officio" is often incorrectly used to describe a position in limbo, in this case somewhere between full trustee and nontrustee. This half caste is often referred to as a trustee without a vote or without some other privilege of a trustee. Some of the respondents to a survey reported in the NAIS *Trustee Handbook* (Appendix F, pp. 55-56) surely used the term "ex officio" in this loose sense. Apparently, a school may call the head a trustee yet not allow that trustee to vote. The accurate definition, however, is "'by virtue or because of an office." If you hear "ex officio" used to describe your status, find out whether the speaker is using the term properly or describing some kind of hybrid. The important thing is to determine the actual nature of your position and to act accordingly.

In actual practice, it makes little difference whether you are a trustee or not. I say this partly from my own experience as the head of two different schools. In one, the head was, ex officio, a trustee. In the other, the head was not a trustee by virtue of his office or for any other reason, though he was expected to attend all board meetings and was a member of all board committees. More telling is the evidence of the *Trustee Handbook* survey mentioned above: "Of those commenting on their status, the vast majority—277 to 20—liked it, whatever it was." Good working relations with your board depend not on form but on substance,

not on your status as a trustee or nontrustee but on mutual confidence and on a clear understanding of the role that each party—the board and the head—is to play in governing the school.

A few guidelines

So much of your success in your new career depends on relations with your board that I am tempted to go on and on. Fortunately, that isn't necessary, for the *Trustee Handbook* deals with all essential matters. Also, what I say here is not for all of your career but just for your days as a new head. My emphasis, therefore, is more on matters that pertain to your newness than on the whole of your professional life.

Just let me highlight a few points. First, find out which matters fall within the board's jurisdiction and which ones within yours. You can learn by reading, observing, asking questions, and using intuition and common sense. Some of the most obvious duties of the board are determining the purpose and policy of the school, appointing a head, seeing that the school is responsibly managed, and deciding the financial structure. The head selects the methods for carrying out the policies of the board, operating the school from day to day, appointing and dismissing teachers, and enrolling and dismissing students. You and the board step across the invisible line many times in seeking each other's counsel and in discussing policy and methods of operation, but the basic division of responsibility must remain clear.

Second, even with matters that fall entirely within your jurisdiction, keep the board informed. You may have a perfect right, for example, to hire and fire faculty members, but if you find that you are going to have to dismiss an old-timer who has loyal followers among parents and students, don't let word of your action reach the trustees for the first time by way of the cocktail-circuit news service. Inform them, and even consult them, well ahead of time. Don't be jealous of your prerogatives, especially in cases like this one, where you need their help and support. I wasn't being jealous of my prerogatives—just stupid—when after 25 years of headmastering I liberalized a dress code after following what I considered all the reasonable procedures within the school. The resulting dustup stirred some of the parents and their friends into a whirlwind of criticism, even though the same community had taken such major steps as admitting minority students, dropping the boarding department, and doubling the size of the school without a breath of objection. Fortunately, the board laughed with me as well as at me. Just remember that wisdom and courtesy demand that this kind of administrative move should be put

before the board before it is made, not after. Keep the trustees informed.

Third, if you are to be an effective educational leader, give your board not only leadership but also lead time. If you, the faculty, and the students are talking about recommending some policy change to the board, keep the board posted as you go along. You have a much better chance of succeeding when the time comes for a decision if the trustees have been able to follow the school's thought processes. You can also pinpoint areas of possible opposition. Whether a decision is involved or not, make sure that important news of the school—good or bad—reaches the trustees before they read it in the newspaper. They are insiders and should be treated as insiders.

Finally, even though this is a handbook for your first few months on the job, I want to make two points about the future. First, there is no reason to believe that independent schools will always be governed the way they are being governed now. As recently as 1964, when the *Trustee Handbook* was first published, the relation between school and board was thought of as flowing back and forth through the head of the school, whose position was at the narrow point of an hourglass. Yet the following decade has seen other channels of communication develop between teachers and trustees and between trustees and parents and students. Your generation of heads and trustees should continue to modify the system, if modification means improved governance of our schools.

Something else should happen, and I hope that for you and your school it happens soon. You will be struck by the time and effort that the trustees put into the school. You will respect their abilities, knowledge, and judgment in the area of management. At the same time, you will welcome their basic concern for a good education. Even if you aren't a trustee, you will find that you, too, hold the school in trust. Somewhere along the line, if things go as they should, you will discover that the board no longer acts like an employer, and you no longer think of yourself as an employee. Still aware of your differing responsibilities but bound together by the school you all serve, you and your trustees will find that you have become colleagues. That's as it should be.

4
You and the Faculty

Whether you head a preschool for four-year-olds or a secondary school for the college-bound, a school for the musically talented or one for the learning-disabled, it is the teachers, not the students, who determine the school's educational quality. Your students' successes may bring recognition to the school. You yourself, when you become a symbol of the school, may to some observers seem to determine the school's success. But it is the teachers who are the heart of the school.

Your principal task, therefore, is to find, attract, and hold a good faculty. The task is never simple. Successfully carried forward, it can bring remarkable professional and personal rewards to the teachers, the students, and you. The task is worth all the thought, imagination, and creative spirit you can put into it.

Let me begin with a review of your own experience, then discuss three initial problems, and end with some comments that may help as you begin to develop your own leadership style.

As you go along, fill in this outline with some reading. The NAIS list of publications suggests two good places to start: David Mallery's *The Strengths of a Good School Faculty* (1975), a kind of workbook on the evaluation, growth, and professional partnership of teachers, and Frank R. Kemerer's *Understanding Faculty Unions and Collective Bargaining* (1976), which offers commonsense information for any school or administrator wishing to develop good personnel policy, with or without the prospect of unionization.

Your background as a teacher

If you come to the head's desk after years of teaching, you are already faculty-oriented. You know how teachers think and feel about their jobs, and you understand their hopes and frustrations. You also remember the administrators under whom you served, and you review the positive and negative lessons you have learned from observing them in action. Hold

on to this ability to think and feel like a teacher and an employee. Your title of headmaster or headmistress should remind you that, even though you may now be some new breed of cat, you are still the head teacher. Your job is much easier if you don't put yourself up on some kind of psychological pedestal.

Your early encounters with the faculty, mentioned in Chapter 2, are important because some people, especially the intuitive and the impatient, may reach conclusions on the basis of their first impressions. So you listen and you learn, you begin to help solve teachers' problems and guide them out of quandaries, and you always keep in mind their old loyalties and the best possible pace and approach for initiating change.

Speaking of first impressions, you have to distinguish between your own quick reactions and your more studied professional opinions. One or two of your new colleagues may make excellent personal first impressions but later prove professionally inept. Similarly, a teacher with whom you feel no personal rapport at first may turn out to be highly competent in working with students. Be especially careful, now and always, not to let any coterie cut you off in any way from the rest of the faculty.

Now consider three specific situations that will surely come to your desk during your first few months on the job: finding new teachers, deciding about faculty salaries, and negotiating renewal of faculty appointments.

Filling a vacancy

Early in October, Mr. Macaulay, long-time head of the history department, turns up for an appointment he made some days before. You know that he has stayed on this year past retirement age, by special arrangement, to help the school through the administrative transition. He quickly confirms your hunch that he wants to retire at the end of the year.

After thanking him for his many years of service and checking the adequacy of his financial arrangements under the school's retirement program, you sound him out on a possible successor. He has no nominee. He says that two of the three other teachers in the department are too young to have developed a philosophy of the place of history in education. Besides, they are such rivals that appointing either of them would set off fireworks. The third member, an experienced and successful teacher, has no interest in the administrative work of coordinating courses, developing curriculum, or training new teachers.

After consultation with the head of the middle school and a few days

of consideration, both of which confirm Mr. Macaulay's analysis, you decide to look outside the school for a successor. Later in your career, you will discover that planning ahead—way ahead—pays big dividends in teacher recruitment. Even here, you probably had enough warning last winter about Mr. Macaulay's situation so that you have in mind two possible replacements.

Because the teacher market is presently flooded, you can probably do pretty well just by looking through the dozens of applications that pour across your desk. But you had better be prepared to play a more active role in the selection process, not only to be sure that you are finding the best available candidate, but also because flooded teacher markets tend to dry up. The oversupply of the 1930's ended abruptly with World War II, and the postwar supply became restricted during the Cold War, when industry and government drew mathematicians, scientists, and foreign language experts off into places where school heads could not get at them. Better to take the initiative and go look for yourself.

Some standard sources of good leads are your own faculty, heads of other schools, and placement bureaus of colleges and schools of education. NAIS does not run a teacher-placement service, but at least one nonprofit organization and several commercial agencies do specialize in independent school placements. More than one head has advertised successfully in *Independent School*, the quarterly journal of NAIS.

You have a few points to keep firmly in mind during the selection stage. You get a transcript of the candidate's academic record and a set of references. Under no circumstances do you reveal to the candidate the contents of confidential references. You always check, perhaps by telephone, with a few reference writers, especially those with whom you have some connection or in whose judgment you have confidence. You track down a person who might have written a reference but didn't—the head of a school where the candidate once taught, for example.

One matter of protocol: if a teacher from another school opens negotiations with you, be sure before you proceed that the teacher has notified the head of that school. If you want to open negotiations with a teacher in another school, courtesy demands that you first communicate with the head. Your communication may take the form of a request for permission; the other head can hardly refuse, especially if your post means a promotion for the teacher. The head may counter by offering the teacher a similar promotion, just as you might do if the shoe were on the other foot.

Sooner or later, you begin to meet the likeliest prospects, with interviews taking place at the school, if possible, so that heads of departments

and prospective colleagues can match their judgment with yours. Make careful notes on all interviews, recording your impressions, the job description you presented, what you said about your timing and learned about the candidate's availability, and what you did or did not offer.

If the discussion results in hiring, follow up at once with a letter spelling out the agreement reached and giving details of the assignment and the salary and perquisites that go with the assignment. And don't consider things secure until you have the candidate's acceptance, in writing. Even when the school has a system of formal contracts, such an exchange of letters is in order if only because it emphasizes the personal as well as the professional aspects of the agreement.

Through all of this, remember the legal requirement of nondiscrimination in matters of race, religion, sex, age, and national origin, which must be part of every school's policy. Learn as fast as you can the procedures (in record keeping, for example) that the school must follow in order to be able to prove that its practices are in accord with these principles. The NAIS memoranda on civil rights and equal employment opportunity legislation are helpful here, but, as NAIS frequently recommends, don't delay in seeking your own legal counsel.

While every faculty appointment is important, your first one has special significance. If teachers see that you have strengthened the school in filling this vacancy, they will have good reason to develop confidence in your judgment and leadership. Later, once you are established, you can make a mistake or two and still be regarded by the faculty with nothing worse than a little tolerant sympathy. This is not what you need right now, however. What you hope to hear, come September, is "What a coup for the history department. That Mrs. Trevelyan is a prize. How did you ever manage to land her?" So work on it.

Faculty salaries

All teachers, new and old, are entitled to adequate rewards for their labors and fair and comprehensible administration of whatever funds are available for faculty compensation. As Chapter 6 recommends, you start to plan the budget early in the fall, not for this year, but for next year. Since faculty compensation is the largest single expense item in the budget, you had better begin even before school opens to become familiar with your new school's system of determining faculty salaries. One good way of doing so is to review the matter during your briefing by your predecessor, who also turns over to you whatever records have been kept on the salary history of each teacher.

You may find that the head has always negotiated every salary individually each winter. This system usually involves two corollaries: (1) salaries are seldom discussed, even among close friends on the faculty, and (2) the importunate and the brash are likely to run financially ahead of the loyal and the long-suffering. The system does allow the head, either as a matter of individual judgment or after consultation with others, to reward excellent teaching, effort beyond the call of duty, and what is generally termed "constructive contribution to the life of the school." A modern faculty, however, is likely to regard such a system as lacking in objective standards and too mysterious to be trusted.

At the other extreme is the official salary scale used by many public school systems. Such a scale, which can be extremely complicated, builds on a base salary paid to a mythical beginner with a bachelor's degree. It then assumes a set figure, say $250, for every year of experience (the automatic annual increment), and also provides sizable extras for a doctorate or a master's degree and even for additional hours of graduate work regardless of degree. This kind of scale usually also provides extras for nonclassroom duties—advising the staff of the school newspaper, coaching the junior girls' soccer team, directing the spring play. The advantage of an official scale is that everyone is paid by objective standards, and everyone knows what everyone else is being paid or can figure it out, given a pocket calculator and a few facts from the public record. The disadvantages are that the objective standards, while they say much about extent of training, length of service, and specific assignments, say nothing about excellent teaching or the creative spirit that does indeed make a constructive contribution to the life of the school. As a result, it is tempting to reward the best teachers by appointing them to the few administrative jobs that do offer extra pay—director of admissions, alumni secretary—even though these same best teachers might make a far better contribution to the school by sticking to straight teaching.

Many independent schools have now adopted systems that lie somewhere between these two extremes. These systems resemble the official scale in that they start from a base point, give financial recognition for varying amounts of graduate work, and assume an annual increment. The administration reserves the right, however, within certain announced limits, to set a salary each year on the basis of the nature and extent of the teacher's assignment, evidence of professional growth (recognizing that teachers can grow professionally in ways other than by taking graduate courses for credit), and the quality of the teacher's work.

On a graph, a scale involving no discretion would show base salaries

(salaries before extras) lying along an ascending straight line. A scale involving some administrative discretion shows base salaries in an ascending pattern but lying between two slightly diverging lines that represent the range between the lowest and the highest salaries. (For more information on such an arrangement, see page 50 of *Understanding Faculty Unions and Collective Bargaining*.)

Before you decide which system is best for your school, you should find out where your school stands in relation to comparable or neighboring schools and to national norms. You should keep the trustees informed about your findings, remembering that they play an important part in this decision. You should also make sure that there are official channels of communication between you and the faculty on salaries and on how they are administered.

One way of comparing your school's salaries with others is to consult the faculty salary survey that is included in the *NAIS Statistics* each September. If your state or regional association of independent schools puts out a similar report, get a copy of that; if not, poll half a dozen schools in your region. They will probably be glad to exchange data on highest, median, and lowest salaries and on related topics. Then find out what the best public school systems in your area are paying. The documents that come as a result of your call to the superintendents' offices may look complicated, but you had better know the basic facts they contain. Your teachers surely do.

While you are waiting for these materials to arrive, go to work with pencil and graph paper. Plot your teachers' salaries against their years of experience in the teaching profession and see whether you find the results logical and fair. What has the average annual increment been? Has it kept up with inflation? Is your 20-year veteran earning less than the coach your predecessor lured away from a local high school two years ago?

Perhaps you find no such discrepancies or injustices; in case you do, one more word about that coach—or it might be a science teacher or an artist. If your school's salary range is low, you are tempted to offer a new teacher a salary out of line with what present teachers with similar training and equal length of experience are being paid. While some heads condone this practice on the grounds of necessity, I think that such disregard for your present staff is grossly unfair. Even the desire to upgrade the faculty does not excuse such shady dealing.

Perhaps, after comparing your teachers' salaries one with the other and with local and national norms, you find everything in perfect order. Perhaps changes are needed. In either case, make an early report to your

board, with a few facts and figures and your recommendations for attacking whatever problems exist. Remember that you need the approval of the education and finance committees, and of the board itself, before you commit the school to any plan. (You also need the same approval for the total salary figure for next year, but that aspect will be covered in Chapter 6, "The Budget.")

In all salary matters, the faculty does and should have something to say. Each one puts his personal needs before you and has suggestions and requests. These are helpful, but not as helpful as reactions and recommendations of official faculty representatives with whom both you and all teachers can communicate. If you want to establish and open such a channel (and I hope you do), suggest that the faculty elect a committee of three to five of its members.

While the committee may represent the school's different divisions, it is far more important—so important as to be required—that all faculty age groups be represented. The under-thirty group, those in midcareer, and the over-fifty group differ sharply on the importance of retirement benefits, for example. Membership of the committee should probably rotate partially every year. If this committee works hard to determine faculty opinion, formulates its own recommendations, and keeps the head informed, it can be a positive force in the school, with better understanding, open discussion, and a boost for faculty morale as the result. The faculty knows that final decisions lie with the board and with you, but it is eager to help make these decisions intelligent and sound.

Part of total faculty compensation consists of benefits that offer teachers and their families some financial protection in the event of major illness, total disability, or death during active service, and some security after retirement. If your benefit program looks thin to you, consider expanding it. A good place to turn is the Teachers Insurance and Annuity Association. A pioneer nonprofit group that serves colleges, schools, and similar organizations, TIAA can provide you with a wealth of facts and figures.

Explore your benefit program with a few key trustees; consult your faculty committee; and, when you are ready with a proposal, take it to your education and finance committee, well before budget time. As you break in on your new job, you may have to postpone consideration of benefits for a few months. But I mention them here, partly because they are so closely allied with salaries, and partly because, in the case of insurance, it is better to be too soon than too late.

Renewing faculty appointments

No later than midwinter, you have to take action on renewing faculty contracts. You should approach this step with full understanding of faculty concerns and working knowledge of your school's system of faculty compensation. Now consider some matters involved in the decision to reappoint or not to reappoint.

You may in fact not be ready to make any major decisions in your first year as head. Since you have had only a few months to reach any conclusions about teachers' competence, you have no reason to let anyone go—unless you find that the French teacher can't speak French or that the physicist is the one who shot the cook. And you may be bound, perhaps by a written policy statement, to take more time than you have had since you came on the job. You would hardly let anyone go on the grounds of incompetence, for example, without a careful, objective evaluation, or without a formal warning followed by extended effort to improve performance. You can't carry out that process in a month or two unless you are in a large school where evaluation and warning are handled by a body of department heads and deans whose recommendation you are ready to accept.

Although few independent schools have a formal system of tenure, most consider that the burden of proof lies with the school if any teacher is to be let go after three or four years. Before that, during a stated period of probation, teachers may be denied reappointment on the grounds that their work is not up to the standards of the school and that their potential for growth thus appears to be limited.

Near the heart of all this business is evaluating a teacher's work. At its best, evaluation is a cooperative process involving the teacher, the teacher's supervisor (a division or department head), and an experienced colleague who serves as a sympathetic mentor. These persons first analyze performance, using such devices as self-evaluation by the teacher, exchange of class visits, discussions with colleagues, and videotapes of classroom performance. After recognizing strengths and diagnosing weaknesses, they conclude with a joint assessment and with agreement on new goals for the period ahead.

In judging teachers, you are not without other resources: your own conferences with them; the reports they write about students, which tell you as much about teachers as they do about students; and your observation of the teachers' classes. Casual comments of colleagues, graduates, parents, and students can also be enlightening. You never solicit such comment, but frequently it comes, even pours, out—in an intelligent lunch-table discussion among students on a point of literary criti-

cism, obviously the consequence of a lively class that morning, or in a burst of enthusiasm or anger from a parent. All these help, but they are no substitute for objective, official evaluation.

Professional growth is the principal aim of evaluation. In that context, teachers usually welcome it. Used only as an administrative device to set salaries and decide about reappointments, evaluation is too threatening to be as creative as it should be. In theory, these two functions of evaluation should be kept separate. In practice, total separation is difficult. I link them here because a new head, faced for the first time with having to pass judgment on teachers, soon sees that such judgment must have an objective basis.

At no time is this need for objectivity more obvious than when the head is faced with letting an employee go. The NAIS Workshop for New Heads invariably reveals acute anxiety among participants about the misery of having to fire a teacher. Role-playing sessions at the workshop in which a participant plays the boss and a member of the workshop staff plays the victim are occasionally dramatic successes, but they do little more than suggest a few of the reactions you may get when the task falls to you—rage, tears, silence, despair—not to mention appeals to the board or legal action. You never know what's coming. You feel terrible. Probably nothing can make you feel any better about this unhappy business, but a few suggestions may help you think the matter through.

Before notifying a teacher that his or her contract will not be renewed, (1) be sure of the facts behind the reasons for your action, and (2) be sure that you have written evidence of at least one official warning of deficiency and written evidence of the school's efforts to help overcome the deficiency. In the case of such sudden and serious dereliction of duty that you have to dismiss a teacher during the year, you may have no chance to give written warning, but you must still be sure of your facts, and you should consult the school's lawyer before acting because you are terminating a contract before it was originally scheduled to expire.

Once notice of nonrenewal or dismissal has been given (and I hope you have the courage and the courtesy to give it face to face), you still have work to do. Regardless of immediate reactions, an ego has been wounded, a career interrupted, a source of income threatened. You can help in various ways by providing leads for another job, perhaps conferring with a spouse who needs explanation and consolation, surely offering whatever assistance and understanding the employee is able to accept. With fair dealing, and after the first upset, the teacher whose contract has not been renewed usually gets back to work and finishes the year with dignity.

These three aspects of your relations with the faculty—appointment, salaries, and reappointment—are only part of a larger picture. Frank Kemerer, in *Understanding Faculty Unions and Collective Bargaining* (pp. 44-55), not only discusses these aspects but provides a sample personnel policy drawn from comprehensive policies in various independent schools. As he says, "Good management practice suggests that every school ought to have a clearly announced policy . . ." My only comment is that "suggests" is too mild a word. If no statement of personnel policy exists in your school, consult Kemerer's model, consult a trustee or parent who is an expert in management, and consult your faculty. Then draft one. Well done, the statement will indicate that your administration is forthright and fair in its dealings with teachers.

Your leadership

Some of the qualities of good leadership have already been implied in this chapter. Emphasis on listening and learning reminds you that you can't make sound decisions for the school if you let yourself get caught in an administrative air lock. Your recommendation that a faculty committee on salaries be formed gives those affected by a decision a chance to express themselves before the decision is made, even if it is made by others. Comments on personnel policy underline the importance of openness, objectivity, and evenhandedness. But before leaving the topic of your relations with the faculty, your leadership deserves further comment.

You should hope to lead the faculty in such a way and spirit that they as teachers and you as an administrator make a joint effort toward a common end—good education. The methods I have already implied and those I now suggest, based on experience and observation, seem to correspond to the methods management experts find effective. You will find some helpful reading listed in "Notes" (see p. 68) and, if you watch for them, workshops in leadership style at the NAIS Annual Conference, in programs offered by NAIS during the year, and through courses, seminars, and workshops sponsored by other organizations.

Mechanics of the head's relations with the faculty vary widely. A few schools give teachers great power, in full faculty meeting, in making in-house decisions, especially those about the educational program. Many schools provide for an administrative council with faculty representation or for faculty representation on trustee committees. Almost all make use of departmental organization, organization by grade level, or organization by standing or special committees. Teachers in a few independent

schools are now members of a faculty union. All these arrangements give faculty members an opportunity to express themselves on matters that concern them.

Your success with the faculty, however, depends not so much on how the faculty is organized as on the spirit and skill of your leadership. You must fully recognize and appreciate the faculty and its key role in the school that you head. You draw frequently on teachers' experience, wisdom, and creativity. Just as frequently, you act as initiator and advocate. You remain open to advice and learn how to make constructive use of criticism. You are an effective communicator, both ways, between faculty and board. In all differences, whether petty squabbles or discussion of basic educational policy, you make sure that all sides are heard, you resolve differences as best you can, and then, after due deliberation, you make the decision that means action.

Approached in this spirit, your relationship with your faculty is one not of suspicion but of mutual respect, not of confrontation but of mutual reliance. Your success in fostering mutual respect and reliance where they exist, and generating them where they do not, will do much to determine the climate for independent education in the remaining years of the twentieth century.

5
Your Constituents

Administration tends to become an end in itself, which it is not. Administration is a means to an end. The purpose of school administration is to serve students. Indeed, your students are your prime constituents.

Students

Technically, students are not in control. They do not elect you or the trustees or the teachers. They exert their power, not at the ballot box, but in the long run at the admissions office. Only if you and your colleagues provide them with the kind of education they want will they, their younger brothers and sisters, and their friends elect to attend your school.

Students are constituents in another sense, especially when they reach that stage of adolescence when they begin to develop mature opinions of their own. Then they serve in student organizations and are full of ideas about the world in general and the school in particular. Some are your ardent supporters, some your sharpest critics. Let them all have your ear. Not only do you help them grow; they give you ideas that can help you guide the school.

Beyond your determination to serve students and to serve them well, there is little more I can say here on the subject of students. Why? The new heads who read this handbook present too many variables: differing educational programs, philosophies, techniques, and age ranges of schools. Unless you continue to teach, you are nothing but a remote mystery to very young students. Even a seventh grader, happily consuming refreshments at your house, has a hard time describing what you do all day. A sophomore boy may not want to recognize that you exist. Then you suddenly find juniors and seniors, especially those who lead the school, moving into a close professional and personal relationship with you. These variables, too, make helpful generalization difficult.

So do your various personal approaches and responses to students, if past and present heads are any guide to future heads. The older ones you admire share concern for young people collectively and individually, but when it comes to each one's way of showing this concern, you find no common denominator. Some heads are jovial, others so reserved as to seem remote. A few teach or coach, many do not. Some are wise counselors, others strike students primarily as the source of discipline and authority. No one style is most desirable, partly because so many different approaches are successful, and partly because the approach you adopt must be your own, an honest expression of your personality. You may want to pattern yourself on a favorite model, but above all be yourself.

Parents

Parents resemble their children in some respects. Unless you provide the educational services they are looking for and convince them that those services are worth their investment, their children and their neighbors' children will sooner or later go elsewhere. Moreover, counseling parents, like counseling students, can be a highly gratifying part of your experience. Parents come into the office upset, say, by their child's failure to live up to his or her inherent abilities. Just letting a mother and father talk the problem out in your presence can help them and be illuminating to you. Beyond that is your ability to give reassurance, urge patience, and offer constructive suggestions. You may find as much satisfaction in this sort of counseling as in any aspect of your professional work.

But it isn't always so gratifying. Explaining to hurt parents why you have had to deny their child admission or to distressed parents why their child must be dismissed for repeated breaches of discipline can be as unpleasant as having to fire a teacher. Luckily, such incidents are few and far between, and the more agreeable side of your work with parents predominates. Even the unhappy parts of the job sometimes work out in the long run: the parents whose son was once denied admission come back 10 years later to say that the decision was the right one for the child and the accompanying advice the best advice they ever had.

Although parents provide the tuition and part of the annual giving funds that are the financial lifeblood of the school, they often have no official part in its governance. Sometimes, in a day school, parents are legal members of the corporation, but even in this situation, they are likely, except in cases of extreme disruption, to elect the trustees presented by the nominating committee of the board. Most parents, once they

have enrolled their children, reserve the right to criticize but recognize that the board, the head, and the faculty run the school.

While parents offer complaints and suggestions to the head, they rarely try to take over the functions of the office. If a small delegation waits on you to say that the lifestyle of one of the teachers is unacceptable and the teacher must not be reappointed, you must give them a hearing and give their criticism due weight. But you must remind them that you, acting on the authority of the board, make decisions about faculty appointments. Most parents accept that.

Your best course is to be the kind of head who wins the confidence of faculty, students, and parents. Then you find parents working willingly in the school's behalf, singing its praises in the community, and ready to forgive you for an occasional mistake.

Other constituents

Soon you find that you need to consider some other constituents—the former students of your school. They aren't your first concern as you assume office, but don't slight them. Some alums want to tell you about the school in the old days; some offer advice or volunteer their services; many want to meet you, just out of curiosity. Welcome them all. Once again, you can learn by listening.

Since every school and college you have ever attended surely asks for your financial support, I don't need to go on here about the importance of the alums' support. You must know that attracting that support has become a fine art. Perhaps your school already has a high-powered organization and staff that practice that art with skill and success. If you have to start from scratch, however, don't begin by asking for money. Putting out an attractive newsletter is a better first step. Invite alums back to the school to visit the faculty, both the old-timers they remember and the newcomers. If you need to, suggest to the chairman of the nominating committee of the board that some former students be included. Ask questions about class organization, class secretaries, and class reunions. Later, if your school needs to build a development program, NAIS can give you some help, and so can the Council for Advancement and Support of Education. Meanwhile, alums need not be your first concern.

The same can be said of other groups, not really constituents but important to the school and worth your attention: the neighbors who own the farm next to your boarding school, or the strangers who watch your day school bus go down their street and call you up if it goes too

fast. Newspaper and television editors and reporters should be informed about your program so that when they have something to say about your school they can say it accurately. You have counterparts in the public school system. Community business and professional leaders should come to recognize your school as a civic asset, whether they enroll their children or not.

These people and others you must come to know, but they are not top priority for you until you have worked out your relations with your school's trustees, teachers, students, and parents. And not until you have been initiated into the school's business management, to which we now turn.

6
The Budget

For the beginner, the budget is the simplest, least technical, and most direct route to understanding school finance. The accountants have laid out their route, but it isn't likely to reduce the confusion of those of us not destined to be accountants. Even the NAIS manual *Accounting for Independent Schools* (2d ed., 1977) is directed to treasurers, business officers, and heads who already know their way around. Hence this chapter for those of you who need an easy introduction.

The budget is not an isolated phenomenon but an integral part of educational administration. The budget is an invaluable tool of education for decision making, growth, and change. Neglected or left solely to technicians, it can cut the head and faculty right out of educational planning. Properly used, it can give the administrator leverage that yields educational results out of all proportion to the time and effort applied.

Originally, a *bougette* was a small bag or pouch in which a medieval Frenchman kept part of his assets, presumably in no kind of order. Someday, when your surplus or deficit is swelling, you may be reassured to know that *bougette* and "budget" come from the same Latin stem as the word "bulge." Regardless of the word's origin, everyone knows what a budget is: an itemized estimate of income and expense for a given period in the future. The emphasis here, the annual operating budget, tends to exclude consideration of other kinds of budgets.

Before proceeding, however, let us give some attention to one other kind, the capital budget, which normally covers the same one-year period as the operating budget but includes other funds. You are probably clear on the distinction between principal and income: principal—your basic assets—you put to work to yield income; income you live on. You do not dip into principal for ordinary expenses. If you do, your principal sooner or later disappears, you are reduced to a hand-to-mouth existence, and before long you are out of business. Your own principal, or capital, may be your house, car, the tools of your trade, savings, perhaps

some other investments. Similarly, an independent school, whether organized as a nonprofit corporation or not, has capital: school buildings, a heating plant, furnishings and equipment, cars or buses, perhaps some investments. Whether your school is large, old, and rich, or small, new, and poor, you have to distinguish meticulously between your capital and your operating funds. Obviously, your capital budget is your annual plan for capital funds.

This reference to the capital budget, not the digression it may seem to be, is made here to put the operating budget in perspective and to establish the fact that each year's operations, important and immediate as they are, are only part of the school's whole financial picture. Moreover, it sets the stage for making some connections between operating funds and capital funds, of which more later.

Meanwhile, it is well to remember that transfer of money from capital funds to operating funds, or vice versa, is no casual matter. Such transfer is up to the board, not the head, and even the board is bound by the rules of good financial management and good accounting practice.

Timing and the budget

Now return to the annual operating budget. In practice, as you construct during your first year your budget for your second year, three factors determine timing.

The first is the desire to make each budget prediction as accurate as possible, a factor that tends to postpone setting a final budget figure to the latest possible date. In the case of such an important item as tuition income, the school can set a reasonably accurate figure as soon as enrollment is complete. For some schools this may be April or May, for others September. For all schools, however, the best figure is the one based on next fall's opening-day enrollment, when the presence of students at the school confirms the commitments made earlier by parents and thus provides a final budget figure that few can challenge. For this reason, many schools make their final budget revision at the first meeting of board of trustees after school opens in September.

The second factor that determines budget timing is the need to decide this year, no later than midwinter, on two of the largest items in next year's budget: faculty salaries and tuition fees. Neither decision can wait until school opens in September. Many heads begin negotiations with teachers no later than January and hope to have everything settled by spring vacation. At the same time, the enrollment and re-enrollment of students are at a decisive stage, so tuition fees for the coming year must

be announced. Moreover, these two items are closely connected by logic and necessity. The result is that by about February 1 the school must determine two vital budget items, one probably the largest item of income, the other probably the largest item of expense. For this reason, many schools adopt a preliminary budget at a midwinter meeting of the trustees.

The third factor follows logically from the second. If the school is to be ready by midwinter to make major decisions on tuition fees and faculty salaries, budget planning for next year must begin no later than the fall term of this year. Moreover, a budget should reflect policy, not vice versa, and setting policy takes time, since so many department heads, teachers, and trustees are involved. As we proceed, a workable calendar for the budget will become apparent. For now, we simply suggest that you can't be too forehanded in starting to plan your budget.

How to go about planning the budget

Whether you work on your own or are helped by a fully staffed business office, you should be aware of two approaches to the budget. The more common one consists of revising past experience. The newer and more challenging approach, known as zero-based budgeting, starts from scratch and justifies every dollar of expenditure every year. In practice, you would do well to draw on both concepts and use both approaches.

The experience-based approach calls for a five-column worksheet:

Last Year Budget	*Last Year* Actual	*This Year* Budget	*This Year* Actual	*Next Year* Budget

The first three columns contain information already available in the early fall; figures in the fourth column will reveal themselves during the year; and the fifth column will be based on the other four.

Last year's budget has been available for a year, and the budget for this year is presumably in final form when school opens. Last year's actual figures are available from two sources. If your fiscal year ends on July 31, your auditors have probably finished their work and submitted their official annual report. Even if the auditors are still at work, your bookkeeper should have supplied you, shortly after the end of the fiscal year, with a set of annual figures that will probably vary only in detail, and then infrequently, from the figures the auditors will produce.

It is easiest to begin with some items that are already determined. If the school has a long-term debt, for example, it must pay a set amount of interest on the loan each year. Short of finding a miraculous way of

paying off the debt ahead of time, you have no choice about this expense. Almost as immutable are items programmed for a two- or three-year period, such as fire insurance premiums.

As you run down through every item of income and expense trying to enter an amount in every slot, three things happen: (1) in comparing total income and total expense, you discover just how feasible these figures are; (2) you find you need much more information; and (3) you see that several important decisions have to be made before you have even a preliminary budget to recommend. How are you going to shape the decision-making process in your school?

The decision-making process

The board of trustees will make the final decision on this budget next fall, almost a year from now. It may do so in June, when many boards like to take action so that an official budget will be on record before the new fiscal year begins during the summer. But if the board waits for actual enrollment figures, the budget will be decided at its September meeting. In either case, the annual operating budget appears as an item on the board's agenda. Ideally, it doesn't take long to be approved. The treasurer refers the trustees to the budget, a copy of which is before them, and speaks briefly, calling attention to one or two points that need explanation or emphasis. Then comes a motion to adopt the budget. The chair calls for a second and asks for discussion. There may be one or two questions, but, *if the budget-making process has been sound and orderly*, the board acts within five minutes, usually unanimously.

This ideal situation, which obtains in many schools, should obtain in all schools. For a board to be able to act this efficiently, everyone on the board and everyone in the administration and on the faculty do their homework promptly and thoroughly over the preceding 12 months, and the board must make the necessary vital decisions from time to time during that period. Adopting the budget is not a confrontation; it is the formal confirmation and approval of a year's work.

That work, guided by the mechanics suggested above, should begin at the head's desk at least a year in advance. Most important, however, is your view of the decision-making process and your ability to make the right process work.

You may think you have some options. You can play, or try to play, the dictator by drafting a budget in the privacy of your own office, carrying it to the treasurer and the finance committee for approval, and in due course announcing to department heads how much they have to

spend for the year, with a strong lecture on the need for economy and plans to growl at all who exceed their allotment. Or you may announce to the faculty that all who want school funds for school purposes must have their requests on your desk by Friday. Then, in sorting them out, you spend hours with those who come into your office to persuade, threaten, bluff, wheedle, or otherwise sound like the squeakiest wheel that ever needed oil. If you listen only to the importunate, you will never have time to lead in the school's educational decisions. Obviously, budget making (and all decision making) demands far more of an administrator than either of these options offers.

Your task at this point isn't hard to describe. You have to prepare recommendations for a board committee which, you hope, will pass your recommendations on to the entire board for favorable action. You and the business manager have dozens of routine materials and services that you must evaluate and translate into estimated costs—telephone, food, supplies, maintenance, repair, and so on. You also have major educational matters to evaluate and to translate into estimated costs. Both the outcome and the process by which the outcome is reached affect your school for better or worse. Here are two examples, the first a routine decision about public relations, the other a more complicated decision about educational planning.

Assume that you come to the figure for the public relations office. The school allotted $2,600 and spent $2,775. You ask the public relations director what he feels he needs for next year and find that he has been working on transforming the old alumni newsletter into a more elaborate publication that will be sent not only to alumni but to parents and friends as well. He needs $12,500 for this project, which seems to promise a lively magazine that should speak well for the lively school you hope to have. Because you have already wondered why the annual giving appeal went only to alumni and not to parents, you commend him for his efforts and set up a meeting at which he and you can discuss the proposal with the president of the alumni association, the chairman of the board's public relations committee, and the president of a newly formed parents' association. It even occurs to the financial wizard in you that within two years the proposal might start paying for itself three times over in increased returns from the annual giving program.

If you and the public relations director reach a sound decision, having consulted everyone who should be consulted and convinced everyone who had to be convinced, then a joint meeting of the public relations and finance committees probably acts favorably on the proposal. The board discusses the committee recommendation at its December meeting and, if

action is favorable, the item appears in the preliminary budget at the February meeting. The only trustee who asks an alarmed question about this large increase for public relations is the one who missed the December meeting (the one whose colleagues surely remind him that, if he came to meetings or at least read the minutes, he wouldn't be so far behind).

Incidentally, if the public relations director ends up with all the credit and begins to impress the trustees as a real comer, you are learning fast how to encourage ideas from the staff and how to build initiative and loyalty in your organization. The basic point here is that, in reaching the decision on a budget figure for the public relations office, you have consulted all people concerned at the staff and administrative levels; you have alerted the trustees ahead of time that you are preparing a recommendation on a new idea; and you have worked through the appropriate board committees. The board should not find the decision difficult.

You can direct the same kind of process, with one important variation, when you turn to broader matters of educational policy. The difference is that now you draw the faculty into planning and decisions. A good way to begin is to meet in September with the heads of all departments. As you hear about plans for the new year, you remind them that budget planning for the following year is also beginning. This news may come as a surprise to newer people, but all will start to dream about the things they hope to do next year that they can't afford to do this year. This is just what you want. Any good faculty has more exciting ideas for one year than most schools can pay for in five. In any case, ask the department heads to meet with their departments and return by mid-October with their first budget requests.

So much for faculty recommendations. What about your own ideas? Let's say that you think the school would benefit from a student wilderness program that would teach survival techniques and the elements of mountaineering. It is easy enough to determine the extra expenses, but this is far more than a budgetary decision. How much time should be allotted to the program? If participating students are to be in the mountains every Friday afternoon, what about the ones who are missing their Friday chemistry class? Does the athletic director agree that this new outdoor program fits in with the general physical education program? Have you drawn students into the planning? If you are assigning the program to weekends only, have you consulted parents? Ideally, all these questions should be settled first and then the necessary steps be taken to finance whatever program is chosen. In practice, budget making and planning go hand in hand. So if you can get agreement on policy and program, then budgeting may prove to be relatively simple.

Before the department heads return, do a little checking. Are they really drawing their teachers into the budget planning? Is the head of the science department, who is a biologist, paying any attention to the capable but undemanding chemist who never asks for anything and should ask for more? Does the head of the math department know what the three best high schools in town are doing in mathematics? Has the head of modern languages signed up for the summer workshop at the university on the latest methods in the field?

During this lull, prepare yourself to deal with three items that will surely come up in one form or another. The first is a question: "Last year, we spent only $2,800 of our $3,200 budget. May we spend the other $400 now?" The answer is no, because such balances return to general funds at the end of the fiscal year, but see that you remember this saving when planning for next year and compensate in some way. Otherwise, those responsible will have no incentive to economize when possible.

Second is the canny department head who, reasoning that things are tight and the department won't get what it asks for, inflates his request by 25 per cent in order to be sure of getting what he wants. You will get more intelligent estimates from this department head in the future if you can be sure that he really needs what he is asking for and then get it all for him if you possibly can.

The third item stems from misunderstanding the board's attitude toward a budget. Some teachers, and even some new heads, to earn favor for staying well under a budget figure, pad all estimates and hope to appear as stalwart economizers when the actual figures come out below the estimates. This kind of operation impresses no one. A trustee, like anyone who knows anything about financial management, is as scornful of foolish overestimating as of foolish underestimating. So try to make your predictions and estimates as realistic as possible.

In mid-October, department heads return, and some budget items begin to shape up. You still have many individual conferences to schedule. Such major questions as the new wilderness program must go before the whole faculty. In all this, you are making proposals yet listening, playing the advocate yet seeking agreement, and, in many cases, making the decisions on just what will be submitted, through committees, to the board. In this way, budgeting and educational planning go hand in hand.

In similar fashion, you are determining budget figures for items that are not directly educational: office salaries, food, maintenance (including wages), transportation, the admissions office, and so on. In all of your budget planning, you ask for ideas, provide many of your own, gather as

much information as you can, and gradually, with the business manager, approach something close to a preliminary budget.

The trustees and the budget

While you are hard at work, the board is not idle, but it expects you to take initiative in at least three ways. One we have just described: preparing estimates and recommendations for all school operations. Another, which must go on at the same time, is keeping the board informed on policy matters that are under discussion. You may find yourself, for example, as early as the October board meeting, saying something like this: "We have been discussing how we can improve our music program. I know that some of you, like me, have been concerned by our weakness in this area. The whole faculty has become interested in the problem, and we should have a recommendation ready for you in another month, when I shall ask for a meeting of the education committee."

After you finish your report, the trustees go back to the music program to ask questions and make suggestions. The treasurer may ask how much it will cost. You may not yet have the answer, but you report on the kind of person the school needs to direct the program and summarize the qualifications of two candidates you think might be available. One trustee, a lawyer, makes a silent note to speak to an elderly client who is closing her house and trying to dispose of a Steinway grand, and the chairman of the education committee says he will call you to set a time for a meeting. The point here is that you have alerted the board well ahead of the time for decisions. Even if the program proves to be ambitious and costly, it doesn't fall in the board's lap all of a sudden.

You may also have to show some initiative in committee work. For example, if the chairman of the education committee forgets to call a meeting, you should remind him (or ask someone on the school's staff to take care of mailing postcards, making lunch reservations, and following up by telephone). Meanwhile, you have to keep the finance committee informed of the financial implications of the program.

Within the next month or two, the education committee meets to hear your final recommendation on the new music program and, after thoughtful discussion and some revision, gives its unanimous approval. The treasurer, who has asked to sit in on this meeting, then calls a meeting of the finance committee, which finds that it can work at least 80 per cent of the cost of the program into the budget. Before the February board meeting, you find a way to operate the new program for 20 per cent less than originally estimated, without any essential educational

loss. So in February the board hears your recommendations and those of the two committees and has no trouble adding what is needed to the preliminary budget.

It may seem paradoxical that this section, on trustees and the budget, emphasizes the initiative that the head can take, indeed that the board expects the head to take. Time after time, when new heads complain that their boards and board committees aren't active enough, it is because the head has failed to do the essential groundwork of keeping board members informed, of making recommendations through committees, and of offering the kind of organized staff support that good committees and good boards need and expect. It should be clear, however, that at least half of the responsibility falls on the board, especially on the president and committee chairmen. After all, the board is in charge. It can't expect you to operate in a vacuum between board meetings, especially if you are new.

Enough has already been said about faculty salaries, so they need no further treatment here except to mention how the board deals with this item in the budget. We can assume that the board has long since approved the general method for administering faculty salaries. Your task is to present to the board, first through the education committee and then the finance committee, a total figure for the coming year. It is agreed that, at both committee and board levels, faculty salaries will be dealt with as a matter of policy and method and viewed as a total figure. The board is not concerned with individual salaries of individual teachers. It is completely out of order for a trustee to go to an individual teacher about that teacher's salary. And, if a teacher complains to a trustee, the trustee should refer the teacher to the head and notify the head about the complaint—an obvious principle of sound management.

One important item sometimes gets lost in the shuffle: the head's salary. The president of the board should confer with the head once a year to review the state of the school and the strengths and weaknesses of its administration. Following this review, the president, after conferring at least with the chairmen of the education and finance committees, must decide on the head's salary for the coming year and see that this figure becomes part of the budget. While such a procedure does not necessarily rule out some negotiation, it at least saves you the embarrassment of being the first to propose financial evaluation of your own work. Similarly, the president and head should remember to take the initiative in attending to the salary of the business manager, who, though doing much of the budget work, will not feel free to suggest a change in his or her own salary.

If this process works as it should, the board's adoption of a preliminary budget at its midwinter meeting can be almost as cut and dried as the ideal meeting, already described, at which the board reaffirms the final budget. In practice, there is usually more discussion of the preliminary budget, largely because in midwinter there is still some time left for discussion. Moreover, no matter how forehanded everyone has been, some projects are not yet ready for decision. The discussion itself may suggest new projects that, even at this late date, merit exploration. In any event, the board should act, putting on the record in midwinter an officially approved preliminary budget.

One small point not to overlook: be sure that, in typing up these figures, the business office labels and dates each budget draft fully and accurately: "Preliminary Budget, 1979-80, approved by the finance committee December 12, 1978; for board action January 15, 1979." By August, when half a dozen versions are lying around, you will want to know which one you are looking at.

Balancing the budget

The term "balanced budget" can cause trouble because some use it one way, some another. There is no disagreement on its general meaning. A balanced budget is one in which income equals expenditure, though we also use the term loosely to describe a budget that predicts an excess of income over expenditure. If expenses exceed income, causing a deficit, the budget is surely out of balance.

The trouble comes with two matters that can cause misunderstanding: the handling of gifts, and the handling of funds for reserves and replacements. Some people argue that gifts, even those resulting from an established annual giving program, are not operating income in the ordinary sense. They are opposed to including gifts in the main part of the budget, even though they might be willing to have some conservative estimate appear at the bottom of the page as a postbudget adjustment. To an inexperienced head, this issue may not seem to be of major importance, provided that all concerned know which method the school uses and that the school doesn't casually switch from one method to another. Just be sure you know whether "surplus" or "deficit" refers to the situation before or after gifts have been taken into account.

Another variation that may cause confusion is the method the school uses to provide for the hard fact that buildings and equipment wear out. In business, the common practice is to carry an expense item called "depreciation." If a building costing $2,000,000 is expected to last for 20

years, then the business should put away $100,000 a year out of operations in order to have even the original cost of the building on hand when the time comes to replace it. Thus for 20 years the budget and the annual statement should show, under operating expenses, "Depreciation . . . $100,000," and operating income should be adequate to cover this expense along with all other expenses. At the end of the year, management takes $100,000 out of the operating account and deposits it in a special depreciation account, a move that is called "funding the depreciation."

In a nonprofit corporation like an independent school, the situation is different. In the first place, the school is exempt from the federal tax regulations that play such a large part in actually determining the depreciation of an ordinary business concern. In the second place, for major capital additions, such as buildings, the school depends not on profits but on the contributions of generous friends. There is still a need to be met, for even if the school can call on its donors to finance a new library or science building, it can hardly run to them every time the boiler tubes wear out or a leaky roof can no longer be patched. Nor can the school charge such major capital replacements to maintenance and repairs, classifications that are intended to cover items like broken windows, floor waxing, and grass cutting.

Schools meet this need in various ways. One is to provide a budget that leads to an excess of income over expenses, and then to deduct from the resulting balance at the end of the year a fund earmarked for capital additions or renewals and replacements. These funds may be spent at once for the designated purposes or be set aside for future use.

Not all schools follow this model. A few imitate business and carry depreciation as an expense item in the budget itself. In practice, the imitation goes little farther than the use of the word "depreciation," because few schools are able to build depreciation funds large enough to pay for construction of major buildings when old ones wear out. The beginner should be familiar with the word "depreciation," however, because business people often use it loosely in referring to the school's item for renewals and replacements. In either case, there is another opportunity here for misunderstanding. Before using the words "surplus" or "deficit," be sure you know whether you are referring to the situation before or after some funds have been set aside for renewals and replacements.

Assuming now that management, board, and accountants all agree on how to handle gifts and reserve funds, and that they all mean the same thing when they talk about a balanced budget, just how important is a balanced budget? It is vitally important. If the school has enough working capital to make up a small deficit for a year or two, no harm is done,

provided that the school arranges at the same time to replenish, and perhaps increase, its reserve funds in the two or three years that follow. But if the school spends more than it takes in and keeps on doing this for any length of time, it will go out of existence. It's as simple as that.

This is not a reactionary position. Plenty of imaginative educational developments take place within extremely tight budgets. Even more take place when head and board have the energy and determination to go out and find the funds necessary to support good education. In this sense, balancing the budget becomes a creative educational job, not a formal accounting exercise, and that's the way it should be.

From preliminary to final budget

The test of the preliminary budget, like the test of any budget, is how well it holds up in practice. If it is nothing but a bunch of figures thrown hastily together, it will be useless. If it reflects careful planning and considered decisions, it will prove to be a reasonably accurate prediction of the final budget. This is what it must be, because in acting on it the board announces tuition fees and the head engages faculty and staff members and enrolls students. This is also the time to go back to department heads with the preliminary figures so that they, too, can continue their planning for the coming year.

To be sure, changes occur between February and June. For one thing, the lengthening experience of the current year turns up miscalculations in preliminary estimates for next year. There may be changes outside the school, such as an increase in postal rates. Or a senior teacher decides to retire and the head replaces her with a younger person, a switch that decreases the estimate for faculty salaries. Or a friend gives the school a computer, a gift so desirable that the school accepts it, even though another teacher is needed in order to take full educational advantage of the gift. The board approves the additional expense, a decision that is made easier by discovering in May that enrollment will be about 10 students higher than predicted in January.

Except in years of bonanza or disaster, all these changes tend to balance out. The board must, of course, act on any major addition or change. For the rest, the business manager keeps a running record of minor adjustments, notifying head and treasurer occasionally. Conversely, the head remembers to keep the business manager and treasurer informed about figures on which he or she is working. These include actual faculty salaries, as agreed on within the total figure, and such minor adjustments as the head is free to make without full-dress board review.

So we end on the same note that set the tone for this part of the discussion: ideally, the board's approval of the final budget should take no more than five minutes. All the important work has already been done, all the important decisions have already been made.

Budget control

Once the board has acted, the function of the budget changes. Until now, it has been a financial prediction, subject to revision as the school gathers its facts and makes its decisions. Now it becomes a firm, detailed plan of operation. The board has authorized the administration to collect and spend specified amounts of money in specified ways. The head carries the full responsibility but promptly delegates parts of it to the business office, the kitchen staff, the alumni office, the librarian, and the heads of academic and other departments. The trustees have authorized each of these people to act within specified limits without further board action.

Although school people often view the budget as a restrictive device, they will do their job better if they keep in mind its positive aspects. As we have already seen, making a budget should be part of a creative planning process. Similarly, after its adoption it clears the way for the administration and faculty to do their best educational work free of daily worry about financial support. A good faculty and staff, under good leadership, will be eager to get on with the job.

On the other hand, the budget does set limits, and the head must see that these limits are not exceeded. In some areas, such as faculty salaries, the system seems to run itself. The business office makes monthly payments on the basis of previous agreements and, except in rare emergencies, the actual figure corresponds almost exactly with the budget figure at year's end. Moreover, a competent department chairman who knows how to keep records, plan for the whole year, and work with the members of the department needs little help from either business manager or school head. The head or business manager should, of course, notify all department chairmen clearly about the nature of their responsibility and the amounts they have to spend.

In other areas, the head has the help of two standard procedures: (1) concentration of all purchasing in the hands of one officer, normally the business manager, and (2) the monthly financial report. The need for centralized purchasing is obvious, for anything else would be financial chaos. But it is no assurance in itself of efficient budget control. The business manager can't take purchase orders from everyone who comes through the office door. He must have approval for each order from the

department chairman or other person—librarian, athletic director, bookstore manager—to whom the school head has delegated budget responsibility. The business manager himself may delegate some of his purchasing authority—to the chef or the plant foreman, for example.

The second procedure is the monthly financial report, which should show, in adjacent columns, the budget amount for the year, and perhaps for the portion of the year elapsed, and the actual amount spent to date. This report, which should be in the hands of the business manager, head, and treasurer no later than five working days after the end of the month, allows for corrective action before anything is out of hand. A conference between the business manager and the chairman of the erring department usually straightens everything out, but sometimes the head's intervention is desirable.

Some traditional trouble spots crop up. One is the department chairman who may be a superb teacher, planner, and supervisor, but doesn't want to be bothered with figures. He or she needs watching, training, or both. Trouble can also arise when budget responsibility lies with someone who is new to it. Take the yearbook adviser, for example, who may think it possible to take a year or two to learn that, while many students are excellent managers, an occasional editor thinks nothing of telling the printer in May to add 16 pages and countless photographs without mentioning these changes to the adviser. When the bill arrives in July, you discover that the adviser is conducting a student tour in Yugoslavia and the editor, who has graduated, is helping to rebuild a village in Peru. You wish you had applied an ounce of prevention because, for this situation this year, there is no cure.

Other budget figures run over for reasons that cannot be foreseen or prevented. A senior teacher falls ill, and for five months the school must pay both the teacher and a substitute. Although the school knows from experience that it will lose 1 per cent of its students during the year and has taken this average into account in the budget, the year comes when, because of some fluke, the figure jumps to 4 per cent. Similarly, some expenses decrease and some income exceeds expectation. Whether these changes balance out or not, there are two schools of thought about what to do with the budget. Should the board revise the budget three or four times a year, in line with most recent experience? Some boards say yes and act accordingly; others expect to be informed about changes from time to time and act on important variations, but they let the budget as officially adopted remain unrevised for the operating year. The latter procedure, which is perfectly acceptable, meets the needs of most schools.

A budget is a carefully drawn plan to allow for the efficient educational operation of the school. It should not assume other roles. Unfortunately, there are times when it almost takes on a life of its own. We find ourselves saying, "The budget won't allow us to do that," as if the budget were a miserly control officer lurking in the background of school life. "We failed to plan for that this year" expresses its function better and reminds everyone who participated in the planning that he or she must do a better job next time. The same applies to budget control. If everyone who counts has had a hand in making the budget, then everyone who counts knows it for what it is and helps to keep it in its place. Incidentally, everyone who counts also has a stake in making it work.

The budget and the annual report

At the end of the year, when the budget and the annual report stand side by side, you can feel real satisfaction if, after measuring your educational accomplishments, you find that your estimate of their costs was not far off. Unforeseen emergencies may have arisen in one or two spots; a few items may be over and a few under. But if the budget figures compare closely with the actual figures, you know that you have learned your first lesson in financial management.

The budget maker must remember, however, that important as this lesson may be, it is not the accuracy of predictions, or even the processes by which they are reached, that is of primary significance. Budgeting and accounting are not ends in themselves. They are efficient means to an end. That end is good education.

This chapter is a revision of a booklet I wrote in 1971 (*The Operating Budget*), when the New Heads Workshop indicated that we needed a simple introduction to financial management. In 1977, I was happy to have John Shank include a condensation of some of this material in the second edition of *Accounting for Independent Schools*.

7
Managing the Job

The new head should not be surprised at being anxious about the new job. Even an outline of the new responsibilities, duties, and problems can be ominous. Only the hopeless romantic, or the novice who has aspired to the head's job for the wrong reasons, will proceed under the happy and false assumption that these new concerns will completely evaporate once the appointment, the higher salary, and the tempting perquisites have taken effect. The new job is full of complexity and pressure, and the new head must find ways to cope with both.

Let's start with the fact that the job *is manageable*. Hundreds of successful heads are proving it every day of their professional lives.

In one way, the job can be said to manage itself. Take the matter of pressure. Some heads thrive under it and wouldn't do as well if they didn't have to meet the demands of time, people, and decisions. Sometimes pressure becomes excessive, but built into most heads and schools are automatic safety valves that allow the steam to escape before either individual or institution blows up. Fortunately, the head need not rely on safety valves except in emergencies. With some will power, the head can manage the job instead of being managed by it. The result should be a degree of composure that leads not only to personal satisfaction but to effective administration.

Assistance and assistants

You cannot do the whole job by yourself. In a large school, this is obvious. In a small school, however, or in a school that is uncomfortably short of money, or in one that has only a part-time administrative staff, the eager new head may be tempted to run the whole show. It won't work, and if it seems to work, you can be sure that you are leaving something undone, like educational planning.

Insofar as you have to organize your job by appointing an administra-

tive staff, you have a choice of ways to do it. One way is to start with the functions to be performed, the other is to start with the people on hand. If you take the functional approach, you will almost certainly start with your educational program, specifically with teaching. Probably teaching assignments for your first year have already been made, but how do you expect to supervise the teachers, evaluate their work, and organize that work so that it is most productive for the students? These questions naturally lead you to think of a dean or a director of studies, or of department heads if the school is large enough to warrant organization by departments.

Business management is another area that can be neatly packaged. If your school is small and new, the president of the board may arrange to have bills paid and accounts kept in the treasurer's office. Chances are that you will have at least a bookkeeper and, I hope, a business manager who can take that part of the school's operation off your shoulders.

Then there is the whole area of plant maintenance and management. If you have a business manager, the plant is probably one of his or her responsibilities. With no business manager, you need to see that janitorial work, maintenance, heating, and other basic plant services are provided. Probably you can think, in minimum terms, of a plant foreman.

You move on to other elements of the school that are essential to its operation—the library, admissions, development—and you do your best to see that each function is in good hands. If you come into a school where these functions are all being adequately performed, you have no immediate worries because you can postpone evaluation and such reorganization as you find necessary. On the other hand, if you come into a school having minimal organization, you must make sure right away that someone is in charge of all the basic functions.

The other approach is to start with the people on hand and then determine how best to use their interests and abilities. You may find an experienced person who has been carrying half a dozen administrative jobs and is apparently doing them well. It would be absurd to impose some theoretical functional system on such a person. You should welcome the experience of this kind of person and rely on it, at least for the first year.

Or you need someone to help you with counseling students, and you turn immediately to a senior teacher highly qualified in this area, whom you appoint as dean of students, not because the chart says you need a dean, but because the title matches the abilities and interests of the person whose services you need. Similarly, you probably find on the faculty at least one or two people who have the qualifications that will someday make them heads of schools in their own right. You find that they wel-

come a variety of assignments that not only meet the needs of the school but give them the experience and training they want.

It must be obvious that these two approaches are not mutually exclusive. In organizing your school, you should always consider both: analyzing the job to be done, and evaluating the people who might do it. In one sense, your decision always involves thoughtful consideration of people. While you must give first priority to the needs of the school, you must never forget the needs of the people working for the school—*their* career ambitions, *their* personal problems, the things *they* enjoy doing. If you achieve balance in applying these two approaches, you will find that the result is efficient operation and high morale.

Delegating authority

In organizing the school, you should give careful thought to delegating authority. There is more to it than simply deciding, by either the functional or the personal approach, that Mrs. X is the person for the job and calling her into the office and saying "You're it."

The first thing to remember is that your power of appointment may be limited because you lack the necessary authority, the necessary experience, or both. You do not, for example, appoint a new assistant head without consulting the board and asking its approval beforehand. In the case of a business manager, you might have full authority to act, but you would be foolhardy not to ask the help of the business people on your board. Promoting someone to a position that does not already exist may involve an increase in the budget and thus have to be worked into the budget process a year ahead of time.

Whether or not you need to request authority or seek advice, you should allow plenty of lead time. You have to think the problem through carefully and weigh in your mind the relative merits of different solutions and candidates. You may have some inspirations along the way, one of which may turn out to be the right answer, but it is safe to say that you won't make the best possible appointment if you act Friday morning on the flash you had Thursday evening. Better to improvise for a short time, or to ask the incumbent, who wants to be relieved, to carry on for a few more weeks, than make a mistake that might upset things for years.

You have a choice of ways to proceed. You can talk privately with two or three possible candidates, sounding them out but making clear to each that you are only exploring the matter, not offering an appointment. Or you can announce, perhaps at a faculty meeting, that you are thinking about appointing a director of admissions and invite interested people to

offer themselves as candidates for the post. All these steps—analyzing the position you are creating or filling, considering other ways of solving the problem, and discovering and evaluating possible candidates—take time.

When you make an appointment, you must state its terms clearly. Exactly what are the duties of the job? To whom is the appointee responsible? How much freedom does he or she have to make decisions without reporting to a superior? Although you discussed these details before making the appointment, you should now record them in a memorandum to the appointee, with a copy for the file. Since the appointment probably affects faculty and students, an official announcement is in order.

You may be delegating authority in order to operate the school more efficiently. Good enough. But in terms of administration, delegating authority is not an end; it is a beginning. First, you must provide training for the appointee. A new director of admissions, for example, may learn about the mechanics from the secretary of an admissions committee and about practice and policy from the previous director, but to avoid mistakes you should keep an eye on things the first time around, making sure that the new director is becoming familiar with all aspects of the job —academic, financial, political—and perhaps helping with the first round of decisions. You should keep the training period brief, and when it is finished you must keep out of the way.

Once you have delegated authority to another person, there are three caveats to remember: don't bypass, don't hover, and don't undercut.

The first is well illustrated by a recent incident. I was sitting in the office of a headmaster, an old friend, snatching an early visit before we began our respective duties for the day. He told me, among other things, how pleased he was with the new business manager and with the fact that the business manager had happily undertaken the job of directing the school's transportation system. At this point, the telephone rang. (As you will soon discover, many school telephones ring in the head's office until the first secretaries arrive in the morning.) The head began to take down the details of a transportation crisis. Apparently bus #3 had broken down, and a load of children was stranded out on South Doonesbury Road. There is nothing that this particular head would rather do than be with students. He knows them all, and they all know and enjoy him. It was perfectly obvious that what he wanted to do was to excuse himself, or perhaps enlist me to ride shotgun, and dash off with a spare bus to rescue his derelicts. How much more appealing than spending the morning with the visiting evaluation team. But as we started down the

hall, we ran into the new business manager, and the head had to say, "I just had a call for help from #3." He rattled the note in his hand but made no move to hand it over. "Do you want to take care of this, or shall I?" We all realized that the problem was properly resolved when the new business manager replied, "If you don't want me to resign my new job, you'd better let me take care of it." *Don't bypass.*

Although we have been talking about new heads who need help, you should recognize that some new heads think they are the only ones who know how to do anything. I hope you won't spend much time laboring under that delusion. Once you have provided training for a new appointee and made it clear that you are available for consultation, then keep out of the way. Give the appointee a fair chance to proceed independently. If you doubt the wisdom of this advice, consider how you would feel if your predecessor popped into the office every afternoon to see how and what you were doing. The parallel is not exact, but it is close enough to give you the idea. *Don't hover.*

The third caveat, about not undercutting, sounds simple enough in theory but can be a real puzzler in practice, especially when an appointee makes what you consider a serious mistake. Let's say that a child who has been repeatedly obstreperous in class has been told by the teacher to leave class and never come back. While you don't condone repeated disruption of a class, you don't consider permanent rejection from class the right way to run a school. The recently appointed director of the middle school, where the incident occurred, supports the teacher, and the parents of the child are on the telephone demanding justice. If injustice has been done—if the evidence this time shows that some other child caused the disturbance—then it's easy to set matters right. Otherwise, your first course is to try to persuade the teacher and the director of the middle school to readmit the child to class and to make their own peace with child and family. If you are unpersuasive and still believe that their action is not in the school's best interest, you may have to undercut them by reversing their decision. It must be obvious that undercutting of this sort is no way to run a school either. So be sure that your colleagues know enough about your principles and policies to make decisions that you can support. Within that framework, the rule of thumb is still valid. *Don't undercut.*

Organizing your time

You operate better if you have some kind of schedule. If you start the day without one, you are at the mercy of every bell that rings and every

knock on your door. If you don't arrange a plan for your week, you find that you haven't seen your family at all, have had no exercise, and have forgotten what it's like to relax. If you don't map out your year, you find jobs undone on May 1 that should have been finished by February 1 and other jobs that are never done at all. More than one critic of our vocation has said that American school heads are everlastingly immersed in detail, constantly reacting to crises, and seldom give thought to the major educational issues of our time or even to the purpose and long-range plans of their own schools. Organizing your time is not the whole answer to these warnings and criticisms, but it is a good place to begin.

On the theory that any plan is better than none at all, I submit a possible schedule for the day that may give you some ideas.

8:00 Staff meeting, for operational purposes, with three to six people, perhaps division heads or your principal assistants. Invaluable for exchanging information and messages, making sure the day is covered, dealing with variations in the posted calendar, planning next week's calendar. Two or three meetings a week should be enough.

8:30 A good time to begin dictation, which your secretary is glad to have early in the day. Ask your secretary to hold off telephone calls and other interruptions.

9:15 Appointments with those who want to see you and those you want to see. The open door system sounds cordial and is good in theory, but a teacher who is free only third period appreciates seeing you without delay at the beginning of third period, by appointment, rather than having to wait in line for most of the period and then having only a few hurried minutes. If you have no appointments, then leave your door open, either actually or in spirit. The school welcomes the assurance that, for a reasonable time on most days, the head is glad to see all comers.

Lunch Preferably with students. They can learn a lot about you and you about them if you all eat together, though working lunches at a special table or in a committee room are sometimes necessary. Don't dash off so fast after lunch that you miss coffee with faculty and staff.

1:15 Desk jobs. Often you must say, "No calls or callers," if you really want to accomplish anything.

3:15 Planning committees, parent conferences, faculty meetings, etc.

5:00 What you do when you leave the office will depend on various factors. If you have a spouse and children, then some time with them is in order. You may have to cook dinner. You don't have to be a physical fitness nut to recognize that you need exercise. Perhaps you can find time before dinner for the kind you like. Tennis, jogging, walking—you name it, but do it regularly.

7:00 In planning your evenings, you consider the demands of family, friends, entertainment, relaxation, school activities, official social life, community service, etc. With luck, you may be able to arrange some combinations of two or more of these.

"Adhere to such a schedule? Absurd!" you say. All right, calm down. Remember, I said that any schedule is better than none at all, and if you don't like this one, make one of your own.

Three factors inhibit keeping to a schedule, but only one of them, an emergency, is beyond our control. You can't do anything about emergencies—an unscheduled meeting of the finance committee called suddenly by the treasurer, a seriously injured child, a disciplinary crisis that takes hours of extra thought and effort to resolve. To allow for such happenings, your schedule must be flexible. But the two principal destroyers of a planned schedule are lack of will power and the secret desire that heads have to operate on a crisis basis.

Take will power. It's hard to settle in for two hours on next year's budget, much easier to decide that you ought to check up on the art department—and then find yourself spending a couple of hours at the potter's wheel; or to decide that you ought to support the new baseball coach—and then spend the rest of the afternoon knocking out flies. A sensible schedule allows for all these kinds of activity, but not for all of them at the same time. Our schedules and sense of priority can also be knocked into oblivion by an element inside some of us that thrives on busyness and confusion. So keep as much control as you can of what you do and when you do it.

If you still aren't convinced that managing your job might well start with organizing your daily life on a schedule that reflects your priorities,

then try this approach. Someday, in the middle of a term, keep a log covering everything you do from the time you get up until you go to bed. I don't mean just a 10-line journal; I mean a log giving the exact time for every telephone call, every appointment, every conversation, every shift from one activity to another. You end the day impressed by how busy you have been, and perhaps glad that you have indeed accomplished a thing or two; but you also come to the realization that the job is managing you. You see that you have been forced, by circumstances that you could control but haven't controlled, to neglect some of your top priorities, some consecutive time on a vital educational planning project, for example, not to mention some reading and some thinking. If you shrug that day off as a fluke, repeat the process. You will soon discover that for you the normal day is the fractured day. If you can't even order your own priorities, how do you expect to order the school's priorities?

Perhaps you can't change your work habits overnight. Even if you have some success along that line, making a daily schedule isn't going to solve the problem of managing your job, but at least it's a good beginning, one worth serious effort.

Organizing the week is simpler. The days vary a bit according to the peculiarities of your school, though they probably fall within the standard school pattern: the cold-bath feeling of Monday morning right on through to the feeling of relief at the end of the week. Regular board, faculty, and other meetings cause some variations from day to day, but if you solve the problem of your daily schedule and perhaps rough out a schedule for the week, these variations cause no problem.

I do have one piece of indispensable advice. Not long after the NAIS Workshop for New Heads began, one of its participants sought me out at another NAIS meeting and, in a voice full of enthusiasm and gratitude, said, "You know, there's one thing you told us at that workshop that I've never forgotten." I gloried for a brief moment in the thought that some bit of wisdom, so generously shared, had had a profound effect on American education, but was brought down to earth a second later by, "You told us to take some time off." Other participants have found this advice a high point of the workshop; if that is to be my principal legacy, I am content. It *is* important to take regular time off each week, not just to save your sanity but to make you an effective head of your school.

The actual time for this weekly vacation isn't too important, though in a boarding school, where weekends are often so demanding for the head and the head's family, Monday is a logical time. In a day school, midweek is probably better. Let's say that you have made it clear to your secretary and to your assistants that you aren't going to be in the office

on Thursday mornings. One of the first benefits of this decision turns up before Thursday arrives. Wednesday, no matter how busy you are, is a day of anticipation; Wednesday evening at home is more relaxed than the normal school evening. When Thursday morning comes, it makes very little difference what you do with your time off. You may sleep late. You may have a good visit with your spouse over breakfast after the children have gone off to school. You may pursue a hobby, do some household chores, write letters, or pay bills. You may catch up on some reading, about education or otherwise. Chances are that before the morning is over, no matter what you have been doing, you have gained a fresh perspective on yourself and on your job. You may even come up with an idea that you never would have had otherwise. You can see some things about schools and education much more clearly and even creatively when you are outside looking in than when you are inside looking out.

If your conscience bothers you over this change of pace, then take my word for it that it isn't selfish in any narrow sense. When you return to the office after lunch, you find that the school has run remarkably well without you, that the decisions you make on Thursday afternoon and Friday are made with a much clearer head than otherwise, and that, having stepped away from your job for a few hours, you see some of its possibilities and excitements much more clearly. Taking some time off regularly each week is not only good for you; it is also good for the school.

Organizing the year is a different task altogether. Anyone connected with school business is aware of the rhythm of the seasons, the changes in the weather and in student activities and in the mood of the school as terms end and terms begin. You would do well to apply this general knowledge to your new job and to see how the school can benefit from these familiar rhythms. One head, for example, who soon discovered that the end of a term is no time for important decisions, established a school policy of postponing such decisions until a more propitious season.

There are a couple of points to remember about summer vacations. The first year, when you are eagerly on your way to your new post, you may be excused for not taking much time off, though a week away just before Labor Day can refresh you for the beginning of the school year. After that, and every year, you should make plans well ahead of time for a real break in the summer, for a move that takes you far away from your desk and its problems.

One tip on the end of the year may prove helpful. The normal way to proceed after the close of school is to write (or at least read and sign)

reports, finish jobs that have been postponed, clear your desk, then leave. The school is quiet and you have few interruptions, but you lack energy and ideas, and you are lucky if you finish up by the Fourth of July. Another system is well worth a try. Say the school year ends with closing exercises on Saturday morning. Right after lunch, or as soon as you can throw some vacation things into the car, leave, get out, disappear. This isn't your regular vacation; that will come later. This is just a complete break for at least 48 hours, preferably a week or 10 days. When you return, you find that half the papers piled on your desk can be thrown away and the tasks represented by the other half accomplished in a third the time they would otherwise have taken. You feel so refreshed that you begin your imaginative planning for next year late in June instead of at the end of August. When the time comes for your vacation, you leave with a clear conscience and a free spirit.

Your ability to manage your job depends in part on these kinds of devices—analyzing tasks to be accomplished, finding help where you need it, delegating authority, and keeping control of your schedule to make sure that first things come first, that top priorities don't get lost in the shuffle. Used sensibly and in the right spirit, such devices can help you gain the administrative skill you need to run an institution efficiently.

Being a truly effective head, however, goes beyond administrative devices. Still to be considered, in the final chapter, are concept, perspective, and approach, which are the heart of the matter.

8
A Good Vocation

As you consider what it means to become the head of a school, you may soon agree that the job is manageable yet still wonder whether it is enjoyable. Are you choosing a good vocation, one likely to provide a rewarding life?

During the late 1960's, the years of student unrest, there were indications that the game might not be worth the candle. Educational administrators had a rough time. The average term of school heads and college presidents shortened. The turnover, especially in the colleges, was often highlighted by the protest, revolt, and even violence that accompanied student reaction to the war in Vietnam. Statesmanlike presidents who were successful in leading their institutions through the turmoil got less public attention than those who couldn't cope. Small wonder that school heads, who faced similar though usually less dramatic problems, were nervous. Upsetting as it was, the disturbance didn't prove to be the end of the world or even the end of education.

But we did not return to what some like to think of as the good old days. A swarm of problems attacked us: rising costs and the threat of further inflation, a new federal presence, fewer students seeking admission, court rulings reminding us that, independent or not, we could not be arbitrary in dismissing teachers or students. On top of all that, a wave of educational reform suggested everything from the open classroom to the possibility that schools, after all, were not the best place to educate adolescents. No wonder some young heads began to talk about terms of office that sounded alarmingly short to old-timers.

You know as well as anyone how your contemporaries and those just ahead of you are reacting to these new complexities. To me, heads today seem ready, even eager, to meet the challenge. As one friend puts it—he has been on the job now for about five years and is busy with educational plans and development work—"We are hard at it and enjoying most of it."

That sums it up. The job is full of demands and problems, but it is also full of educational challenge, and you will probably enjoy most of it. You are working with young people, a reward in itself. You are working with colleagues concerned primarily with matters of the mind and the spirit. You head an institution small enough for the results of your labors to be seen and felt. With any luck, you contribute in some small way to the common good. I say our vocation is a good one that is both manageable *and* enjoyable. It offers not just a job but a good job, indeed one of the best imaginable.

Let me suggest some approaches to your task as you begin to estimate its true worth.

Some perspectives

For a start, take a look at the supposedly good old days. If you worry about inflation, remember that the purchasing power of the dollar dropped by half from 1914 to the early 1920's. If you find it hard to create a healthy educational atmosphere in the face of current materialism, remember that it was in the highly materialistic 1920's that the country day school came to stay. If you wonder whether independent schools can withstand hard times, now called "recessions," remember that at least one important, trend-setting independent school was successfully begun on a shoestring in the depths of the great depression. If you are apprehensive about international crises, remember that the modern independent school has survived both World War II and Vietnam, though each caused its own brand of educational disruption. Even if you fear that the bomb has made it a whole new ball game, a game that education won't be able to play, then look around you. You see that young people are trying to live in this new world. Surely we have no valid reason for abandoning them.

Some contemporary comparisons may also help you to see your job in perspective. Just as we are likely to think that no problems like our current problems have ever appeared before, so we are likely to think that school administrators have a harder life than other administrators. I doubt it. Whatever the current pressures and complexities, independent school heads have no monopoly on them. An investment banker, settling down for a day's workshop for school trustees and administrators, said quietly over early coffee, "What a tough job an executive has these days." He could have been talking about the head of the school, but he meant "everyone who has to work with several constituencies and feels ground up in the middle." He mentioned government leaders, profes-

sional people involved with institutions, and those in business. His list was long and included investment bankers. Or compare the size of your problems with the size of other people's problems. Doesn't the possibility of some red ink at the end of your school's fiscal year become less threatening when you read that the president of one of our major airlines had to report a deficit of $50,000,000 in 1975? And don't you take heart when you read that in 1976, by trimming ship and coming up with some personal leadership (he even pitched in to help load and unload baggage at one critical point), he converted that deficit into a $46,000,000 surplus?

An objective look at the corporate countryside indicates that the grass is, if anything, considerably greener on our side of the fence than on theirs.

Self-evaluation

Some of our problems lie, not in our schools or in the world outside our schools, but in ourselves. If we discover in our thirties that we aren't going to realize all our youthful ideals in our lifetime, we are inclined to blame our job rather than adjust to a new stage of our own maturity. If we suffer depression, we waste time dreaming about lying on a beach in the South Seas or living off berries and trout in the wilderness, when what we probably need is some professional counseling. As we come to our middle forties, we are more likely to fret about the prospect of spending the rest of our lives doing what we are doing than we are to consider how to cope with this passage and how to prepare ourselves for the next one.

The trouble is that being objective about ourselves, like being objective about our jobs, is most difficult when objectivity is most needed. You come home from the office with a nagging problem that seems to have no solution except solutions that only create more problems. Your preoccupation throws a pall over the dinner table. The evening's diversions are only diversions, not solutions. Next morning, you wake up at five and fret through breakfast. You have forgotten those comparisons with situations that are as bad as yours or worse. You are upset, perhaps angry, if anyone teases you about your dejection. You have lost your sense of humor. In short, you have become an egocentric menace.

If you are lucky, you have a spouse who reminds you that turning up at the office in such a mood behind such a gloomy face will bring nothing but disaster. Surely you need someone or something to pull you out of yourself, to give you some objectivity about your frame of mind, to help you convert your worry into something constructive for the school and

yourself into a more amiable person. You may even have to learn again how to laugh at yourself.

That favorite remedy of mine—taking some time off, away from the job—can help restore your sense of values and refresh your spirit. So can a hobby, or music, or meditation. Or perhaps tennis, old friends, the mountains, a family project, reading, or solitude. If you can't keep yourself in a state of good mental health, then get some help through one of the modern methods of self-appraisal and self-renewal, not one tinged with commercialism or gimmickry, but one soundly based on modern science and ancient wisdom. The rewarding aspects of our jobs are important. We must not let them be swamped by our own shortcomings.

Administration and education

In the long run, your satisfaction in your job should depend primarily on the extent to which your administration serves good education.

Ironically, administration itself, in two different ways, can hinder you in achieving this end. You can become so engrossed in dodging problems and suffering through crises that your administration becomes reactive rather than creative, and you have neither inclination nor time to consider education. Or you find so much success in anticipating crises and solving problems, and your organization runs so smoothly, that you are lulled into euphoria by your own efficiency. The second situation is far more likely than the first to create a good school, especially if you have inherited a first-class faculty or are surrounded by assistants who are first-class educators. But ideally every administrative act that you perform or direct should move the school toward some well-defined educational goal. Administrative acts in themselves are not enough.

In one sense, you act creatively whenever, as a result of your leadership and direction, the school provides something worth more educationally than it did when you were appointed. You may see to starting a program in math or music and guide it to the point where it is the best in the school, or in the city, or in the state. You may attact and nurture a faculty far superior to the one you inherited. You may raise academic standards to the point where more of your graduates have marked success in being admitted to the next stage of formal education. Many heads are improving their schools along these or similar lines, and many young people are reaping a rich educational harvest as a result. If as a new head you become responsible for the beginnings of this kind of success, you will find considerable satisfaction in your school's progress and begin to see that your vocation can be happily rewarding.

An increasing number of heads, however, have begun to look beyond this kind of accomplishment and to lead the way into new areas. Many have moved their schools in the direction of open education, for example, or into experiential learning programs. Some have tried new patterns of intensive education, new ways for the boarding school to serve the nation, or new patterns of cross-age education. Others have reached out in another way, as they gradually begin to appreciate the potential strength to be found in cooperation among *all* nonpublic schools both at the national level, through the Council for American Private Education, and at the state and local levels. A significant number of heads have come to feel that nonpublic schools, especially those usually called "independent schools," must end their organizational and their educational isolation. On the one hand, these heads are likely to feel some resentment that the good work done in their schools is so little known outside their own bailiwick. On the other hand, they are beginning to recognize that they have paid scant attention to some of the nation's basic educational issues and know too little about major educational reform movements. They want their schools to be in the mainstream of American education, and they hope that their schools are good enough to influence the direction and flow of that mainstream.

Some heads are also expressing concern about the future of their schools, and they want to plan and prepare for the changes that the future will bring. Expert observers have been telling us for years that, as independent school administrators, we give too much attention to daily operation and too little attention to determining purpose and setting goals. Surely educational planning has not been our forte. The situation becomes more ominous when we consider general factors, such as the increasingly rapid rate of change, and specific factors, such as predictions of decreasing numbers of children in the age groups we are accustomed to serve.

As a new head, you may want to postpone such concerns; they seem less important to you now than the opening of school in September. Nevertheless, you should not put them out of your mind. From the beginning, as you prepare your first faculty meeting, map out your first year, or draft your first budget, let them be the framework within which you do your thinking. From your first day on the job, or even before, ask yourself what your school should and can be five years hence and 10 years hence. Begin to ask the questions and discover the facts that will enable you to help the faculty and board define and establish appropriate goals. If you want to start off on the right foot, write to NAIS before school opens and ask about the planning resources it can offer you.

But regardless of such outside resources, the responsibility is yours. You have to set aside some time each week for reading and thinking and planning. You have to organize and guide some thorough work by faculty and board committees. You have to develop the habit of looking far ahead and always seeing your school as part of the national educational scene. To set this pattern as you begin is easy. To set it after you are immersed in the daily job of heading a school will be difficult. By then, you may not even remember to try.

Once a pattern of educational planning is set, make the most of it. Where you come out will depend in part on the needs of the times and the characteristics of your school, but in larger part on the quality of your educational convictions and imagination. The school's plan and even the process of making it or revising it, should give the school a sense of direction and your administration a sense of meaning and purpose.

Now pull it all together: the vistas opened up when you were first asked whether you would like to be a candidate, the excitement of new responsibilities, the satisfaction of learning to work constructively with your board and with your faculty, the constant reward of watching young people grow in knowledge and in strength, the challenge of meeting the demands of the future. A good vocation? Yes. You can bet your life on it.

Good luck.

Notes

The new head of an independent school will do well to consult the list of publications of the National Association of Independent Schools. Of the 50-odd items on that list, the following, most of them mentioned in the text, should get your first attention. If your school is a member of NAIS, you should find most of these on your office bookshelves.

Kemerer, Frank R. *Understanding Faculty Unions and Collective Bargaining: A Guide for Independent School Administrators.* Boston: NAIS, 1976. Appendixes include a sample personnel policy, glossary, and bibliography.

Kraushaar, Otto F. *American Nonpublic Schools: Patterns of Diversity.* Baltimore: The Johns Hopkins University Press, 1972 (available from NAIS). The first comprehensive study of America's private schools, with historical description; report of a nationwide survey of parents, teachers, students, school heads, and trustees; and commentary on public issues and the changing role of private education.

Mallery, David. *The Strengths of a Good School Faculty: Notes on Evaluation, Growth, and Professional Partnership of Teachers.* Boston: NAIS, 1975. Appendixes contain bibliography and sample evaluation instruments.

Miller, Frank R. *The Selection and Appointment of School Heads.* 2d ed. Boston: NAIS, 1975. A manual of suggestions to boards of trustees and candidates.

NAIS Statistics. Reports on surveys of tuition fees, salaries, enrollment, and other data. Published each fall and winter.

Parkman, Francis, and E. Laurence Springer. *The Independent School Trustee Handbook.* 3d ed. Boston: NAIS, 1974. Commentary on the issues and nature of trusteeship, with considerable emphasis on the role of the head in relation to the trustees.

Springer, E. Laurence. *Independent School Administration.* New York: Harper & Row, 1967 (available from NAIS). Head-trustee relations and responsibilities, school management, management principles.

My assumption in presenting these limited notes is that you have already begun to build your own bibliography in the field of education and that you will, with the help of newspapers, periodicals, and professional journals, expand it as you go along. In this continuous process of keeping up with your profession, you should supplement your reading of *Independent School* (the quarterly journal of NAIS) with at least one other less specialized educational journal or newsletter. Here are some possibilities.

Chronicle of Higher Education. 1717 Massachusetts Ave., N.W., Washington, D.C. 20036. Weekly newspaper; 46 issues a year.

Education U.S.A. 1801 N. Moore St., Arlington, Va. 22209. Weekly newsletter.

Elementary School Journal. University of Chicago Press, 5750 Ellis Ave., Chicago, Ill. 60637. Published five times a year.

Harvard Educational Review. Longfellow Hall, 13 Appian Way, Cambridge, Mass. 02138. Published quarterly.

NASSP Bulletin. National Association of Secondary School Principals, 1801 N. Moore St., Arlington, Va. 22209. Published six times a year.

National Elementary Principal. 1801 N. Moore St., Arlington, Va. 22209. Published six times a year.

School Review. University of Chicago Press, 5750 Ellis Ave., Chicago, Ill. 60637. Published quarterly.

If you want to begin to look at the field of management as distinct from the field of education, one place to start is two books by Peter F. Drucker: *Management: Tasks, Responsibilities, Practices* (New York: Harper & Row, 1974), and *The Effective Executive* (New York: Harper & Row, 1967).

To get some perspective on your new vocation as it compares with that of corporate executives in other institutional fields and in business, try Michael Maccoby, *The Gamesman: The New Corporate Leaders* (New York: Simon & Schuster, 1977), which is the latest in a line of such books as David Riesman, *The Lonely Crowd* (New Haven: Yale University Press, 1969), and William H. Whyte, Jr., *The Organization Man* (New York: Simon & Schuster, 1956).

A few addresses and telephone numbers:

Council for Advancement and Support of Education, Suite 530, One Dupont Circle, N.W., Washington, D.C. 20036; tel. (202) 659-3820.

Council for American Private Education, Suite 1010, 1625 Eye St., N.W., Washington, D.C. 20006; tel. (202) 659-3236.

National Association of Independent Schools, 4 Liberty Square, Boston, Mass. 02109; tel. (617) 542-1988.

Teachers Insurance and Annuity Association, 730 Third Ave., New York, N.Y. 10017; tel. (212) 490-9000.